

**THE IMPLEMENTATION OF AUDITORY - INTELLECTUALLY -
REPETITION IN LISTENING ACTIVITIES IN EIGHTH GRADE
STUDENTS OF SMPN 1 JUMANTONO IN THE ACADEMIC YEAR OF
2020/2021**

THESIS

Submitted as A Partial Requirements

for the Sarjana Degree in English Language Education



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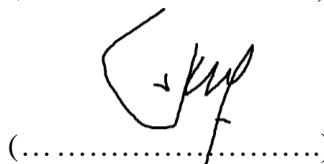
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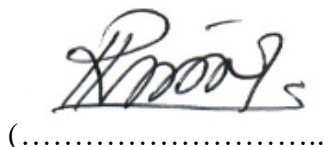
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DEDICATION

I proudly dedicate this thesis especially for:

- ♥ My beloved parents [Urip Teguh Santoso and Sariningsih].
- ♥ My beloved sister [Mulan Syahera Passa].
- ♥ My beloved brother [Aziz Cahya Pradana].
- ♥ My beloved family.
- ♥ All of ones who always support me.

MOTTO

So remember me, I will remember you.

[Al-Baqarah: 152]

Push yourself, because no one else is going to do it for you.

[Anonymous]

Remember your goal and why you started.

[Anonymous]

PRONOUNCEMENT

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I hereby sincerely state that the thesis **“The Implementation of Auditory – Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in the Academic Year of 2020/2021”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 18 December 2020

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 18 December 2020

The researcher,

Galuh Pramaishela

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ABSTRACT

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Key words : Auditory – Intellectually - Repetition, Listening Activities, Students’ Perceptions.

This research is about the implementation of Auditory – Intellectually - Repetition in listening activities in eighth grade students of SMPN 1 Jumantono in the academic year of 2020/2021. The objective of this research are: (1) To know the implementation of Auditory – Intellectually - Repetition in listening activities in eighth grade students of SMPN 1 Jumantono in the academic year of 2020/2021. (2) To analyzed the students’ perceptions on implementation of Auditory – Intellectually - Repetition in listening activities in eighth grade students of SMPN 1 Jumantono in the academic year of 2020/2021.

The researcher used the descriptive qualitative research. The subjects of this research were 62 students of eighth grade at SMPN 1 Jumantono. The techniques of collecting the data was observation, interview and questionnaire. The interview was given to collect data related to the implementation of Auditory – Intellectually - Repetition in listening activities in eighth grade students of SMPN 1 Jumantono in the academic year of 2020/2021. The questionnaire was given to collect data related to the students’ perceptions on implementation of Auditory – Intellectually - Repetition in listening activities in eighth grade students of SMPN 1 Jumantono in the academic year of 2020/2021.

The results of this study shows that; 1) The implementation of Auditory – Intellectually - Repetition method in listening activities of eighth grade in SMPN 1 Jumantono has been not running in accordance with the existing theory. Auditory – Intellectually - Repetition method is very helpful for teachers in listening activities, teachers feel many advantages. The teachers are easy to convey listening material, students are required to independently or in groups to understand and examine the material, and students understand better because it has been explained by the teachers and they have examined the material independently. 2) The students give a good perception of Auditory – Intellectually - Repetition method. Students feel happy, more enthusiastic and interested in listening activities by using this method. And the students’ activeness in listening activities is influenced by psychological aspect; anxiety, attitude, aptitude, and motivation.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In English lessons, students are required to be able to master 4 skills, namely speaking, listening, reading, and writing. Listening means finding something interesting in what the speaker is saying (Rost, 2011:3). Listening is a skill that must be mastered by every student because with good listening skills students can understand the purpose or message of what the speaker is talking about. Therefore students can also reply with a context in accordance with what was discussed by the speaker. Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension (Alonso, 2012). Good listening skills are not only useful in English class but in daily life we also use listening skills, such as communicating with others and when listening to news on television. Then it's important to learn to listen well. The factors causing students' listening comprehension problems were categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listeners and lecture's methodology (Hamouda, 2013).

The major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message (Butt, 2010). Learning listening is more difficult than the other skills in English lessons, especially individually, therefore the activeness of students in listening activities is lacking. In activating students in listening activities, things that need to be considered are building enthusiasm and motivating students. We must know what can make them enthusiastic in listening activities and what aspects of psychology can motivate students. Furthermore, applying an appropriate teaching approach and methods are important things. The teachers must be very careful to choose the suitable methods, because not all English learning methods are appropriate for teaching listening. To enable students' activeness in listening activities, Student-Centered Learning is an alternative approach that can be applied.

Student-Centered Learning is a system of instruction that places the student in its heart. It is teaching that facilitates active participation and independent inquiry, and seeks to instill among students the joy of learning inside and outside the classroom (Ang, 2001:2). The implementation of SCL in the English Education Study Program has high improvement towards the students' performance in the classroom. The implementation of SCL has some genuine improvements to the students' performance and language skills, it is hoped that lecturers should practice more in implementing SCL in the classroom (Debi, 2018). From the statements above, it appears that Student-

Centered learning is a good approach to be applied in learning English, especially in listening activities.

One of the Student-Centered Learning methods that can be alternative in listening activities is Small Group Discussion. Based on the book titled *Teaching Listening*, Students could discuss (in small groups or with the class) what they did to prepare for listening, follow the text, identify key points, and so forth. Or the class could share personal experiences with various listening tasks and develop a master list of effective strategies for different types of texts, adding to it as their strategic competence grows (Nemtcchinova, 2013:13). The other method is Visual Auditory Kinetic or VAK is an approach and development of quantum learning that combine motivation, engagement, and cognitive processing habits of the students which then affect the use of metacognitive skills such as situation analysis, self-pacing, and self evaluation to produce learning results according to the unique characteristics of the learning styles of students (Rambe and Zainuddin, 2014).

Based on pre-observation that has been done by the researcher, the teacher uses one method when teaching listening activities in 8F, where the teacher has presented material about simple past tense in a letter. The teacher divided the students into groups of 4 with friends behind them. Then the teacher played the audio and students listened and looked at the text on their books. Students were given time to pay attention and think after listening to the audio that has been played. The students exchange their opinions with their chair mates about the words that each student hears. After that the teacher asked

students to fill the blank with Verbs 2. The students were given time to answer. And some students had not finished completing the sentences. To make students finish their assignment and more understood the material, the teacher repeats the audio three times. At the end of class, students were assisted by the teacher and corrected the letter together.

It is a method that works similar to Group Discussion and VAK, namely Auditory – Intellectually - Repetition. The Auditory – Intellectually - Repetition learning model is an abbreviation of the words Auditory, Intellectually and Repetition. Auditory means that learning must be through listening, speaking, presenting, arguing, expressing opinions and responding. Intellectually means that learning must use the ability to think (mind-on), must with concentration of mind and practice using it through reasoning, investigating, identifying, discovering, creating, constructing, solving problems and applying. Repetition is a meaningful repetition of deepening, broadening, and strengthening by means of students being trained through assignments or quizzes (Haryuningsih, 2013). Auditory – Intellectually - Repetition method have a strong influence on students' speaking skill. The application of Auditory – Intellectually - Repetition method gives greater effect than ALM in teaching speaking. It can be seen that students are encouraged to be actively involved in every speaking learning activity (Yuliani, 2017). But there have not been many studies on Auditory – Intellectually - Repetition method in English learning, especially in listening activities.

According to the exposure above made by researcher, this is an important and very interesting thing to make students active in listening activities with use Auditory – Intellectually - Repetition method and make learning activities more effective, and still rarely research about Auditory – Intellectually - Repetition before. To get more outcomes from the research, therefore a deeper identification is needed in this issue. Based on the background described above the researchers made the research with the title **“The Implementation of Auditory – Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in the Academic Year of 2020/2021”**. The researchers hope this research can be useful in the future.

B. Identification of the Problem

Based on the background study, it can be stimulated that there are many problems that arise. There are :

1. Students have trouble catching the actual sounds.
2. Students feel worried and stressed when they do not understand the meaning of words.
3. Students have to listen more than once to understand the meaning of words.
4. Students get tired and find it difficult to concentrate during the listening activities.

5. Students are less active in listening activities.

C. Problem Limitation

In conducting the research, the researcher limits the research in the eighth grade of SMPN 1 Jumantono in the academic year of 2020/2021 as the subject of research. The researcher focuses in implementation of Auditory – Intellectually - Repetition method. The researcher specified the implementation and students' perceptions on implementation of Auditory – Intellectually - Repetition in listening activities.

D. Problem Statement

Based on the background, the problem of the research can be formulated follows :

1. How is the implementation of Auditory – Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in the Academic Year of 2020/2021?
2. How are the students' perceptions on implementation of Auditory – Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in the Academic Year of 2020/2021?

E. Objectives of the Study

In line to what has been stated in the problem statement, the objectives of this study are :

1. To know the implementation of Auditory – Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in the Academic Year of 2020/2021.
2. To analyze the students' perceptions on implementation of Auditory – Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in the Academic Year of 2020/2021.

F. Benefits of the Study

The researcher has some benefits, there are :

1. Theoretical Significance
 - a. The researcher expects that this study can be a recommendation for teachers in teaching listening.
 - b. For the other researcher, they may complete and do better research based on this topic.
 - c. The result of the research can be useful for English teacher in their teaching learning process.

2. Practical Significance

a. Students

The researcher hopes that this research will be helpful for the students to make effective learning in listening activities.

b. Teacher

The researcher hopes it might be useful to give the teacher knowledge about teaching listening to students in junior high school. And after knowing students' perceptions, the teachers can make an evaluation in teaching listening and they can improve the quality of teaching.

c. School

The research can enrich the treasury of the research, and it could increase the school's competence. And the school can make the results of students' perception as an evaluation in improving the quality of the teaching system.

d. Other researcher

The research is used as the references for those who want to conduct a research of listening.

e. The reader

The result of this research would be expected to give more information and give new knowledge about the Auditory – Intellectually - Repetition in listening activities.

G. Definition of the Key Terms

Key terms related with the research:

1. Au Auditory – Intellectually - Repetition

The Auditory – Intellectually - Repetition learning model is an abbreviation of the words Auditory, Intellectually, and Repetition. Auditory means that learning must be through listening, listening, speaking, presenting, arguing, expressing opinions and responding. Intellectually means that learning must use the ability to think (mind-on), must with concentration of mind and practice using it through reasoning, investigating, identifying, discovering, creating, constructing, solving problems and applying. Repetition is a meaningful repetition of deepening, broadening, and strengthening by means of students being trained through assignments or quizzes (Haryuningsih, 2013).

2. Listening

Listening means finding something interesting in what the speaker is saying (Rost, 2011:3).

3. Perception

Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process (Demuth, 2013:31).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Review

1. Review on Listening

a. Definition of Listening

Listening is a skill, similar to speaking, reading, and writing. Listening means catching what the speaker said. Listening means finding something interesting in what the speaker is saying. (Rost, 2011:2-3). Listening is an active, purposeful process of making sense of what we hear. More often we hear, the more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard (Helgesen, 2003:24).

Listening is an active activity, because not only hearing, students are also required to understand the messages contained in it. Meanwhile, listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation) (Rost, 2002:177).

From the theories above it can be concluded that listening is an active process of receiving or capturing words from the speaker, the listener has to think or understand the meaning from each word to be able to get the message intended by the speaker.

b. Listening Activities

In creating a successful listening, it is very important to expose a variety of listening activities to the students. (Brown, 1994:242-244) describes listening activities as follows:

1) Reactive

The example of the role that reactive listening can play in an interactive classroom is individual drills that focus on pronunciation. It requires little meaningful processing. The role of the listener as merely a “tape recorder” must be very limited. The only role that reactive listening can play in an interactive classroom is individual drills that focus on pronunciation.

2) Intensive

The process of listening for precise sounds words, phrases, grammatical units and pragmatic units (Rost, 2002:138). It focuses on components (phonemes, words, intonation, discourse markers, etc.) in its requirement that students single out certain elements of spoken language. It includes the bottom-up skills that are important at all levels of proficiency.

3) Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. With the feedback between teacher and students, listening activities can be carried out optimally.

4) Selective

Its purpose is not to look for the global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information.

5) Extensive

To give students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group. (Harmer, 1998:229).

6) Interactive

This listening activity can include all five of the above types as learners actively participate in discussions, role-plays, and other pair and group work. It must be integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

According to these explanations, we know that listening activities are varieties, so as teachers we can be more innovative in carrying out the listening activities more fun and still achieve the purposes of the learning process.

2. Review on Auditory – Intellectually - Repetition

a. Definition of Auditory – Intellectually – Repetition

Auditory – Intellectually - Repetition method commonly known as AIR method. According to Ngalimun (2013), Auditory – Intellectually - Repetition learning model similar to the model of learning Somatic Visual Auditory Intellectually (SAVI) and Visual Auditory Kinetic (VAK), the difference is only in repetition, ie repetition that has meaning deepening, expansion, consolidation by way students are trained through the provision of duty or quiz. According to Sitohang, et al (2018) Auditory – Intellectually - Repetition learning is a learning model that emphasizes student learning activities, where students actively build their own knowledge in individual or in groups. Rohendi, et al. (2011) state that Auditory – Intellectually - Repetition (AIR) is a learning method which promotes teachers as facilitators and students to be more actively involved in the learning process.

Meanwhile, Suherman in Yulianti (2012) revealed Auditory – Intellectually - Repetition learning model is a learning model that assumes that a study would be effective if attention to three things: Auditory – Intellectually - Repetition. Auditory means used in the ear senses learned by listening, speaking, presentations, argumentation, express opinions, and responding. Intellectually means thinking skills need to be trained through the exercise of reason, create, solve problems, construct and implement. Repetition means repetition is necessary in learning to be a deeper

understanding and broader, students need to be trained by working the matter, assignments, and quizzes.

It can be concluded that the Auditory – Intellectually - Repetition method is a learning method that focuses on listening, thinking, and deepening the material to make students more active in individually or in groups and make learning activities more effective.

3. The Procedures of Auditory – Intellectually - Repetition

Procedure is order of the steps to be taken to make something happen, or how something is done. In this case the procedure is meant by the steps of the learning activities. According to Shoimin (2014: 30) steps in the Auditory – Intellectually - Repetition learning model are as follows:

- a. Students are divided into several groups, each group consisting of 4-5 members
- b. Students listen and pay attention to the explanation from the teacher
- c. Each group discusses the material they learned and writes the results of the discussion and then it is presented to the class (Auditory)
- d. During the discussion, students get questions or problems related to the material
- e. Each group thinks about how to apply the results of the discussion and can improve their ability to solve problems (Intellectually)

- f. After finishing the discussion, students receive repetition of the material by getting an assignment or quiz for each individual (Repetition)

Teaching procedures must be prepared carefully before teaching by writing them in lesson plans to become a guide. In conducting the learning process, the teacher must be creative so that students do not get bored but the learning objectives are still achieved.

4. The Advantages and Disadvantages of Auditory – Intellectually - Repetition

In every case, there must be advantages and disadvantages. Advantage is any trait, feature or aspect that gives an individual, entity or any other thing a more favorable opportunity for success. Disadvantage is an unfavorable situation or something that puts someone in an unfavorable situation. As well as Auditory – Intellectually - Repetition method also has advantages and disadvantages. According to Fathurrohman (2018: 124) the advantages of the Auditory – Intellectually - Repetition learning model are as follows:

- 1) Train students' hearing and courage to express opinions (Auditory)
- 2) Train students to solve problems creatively (Intellectually)
- 3) Train students to remember about the material they have learned (Repetition)

- 4) Students become more active and creative.

According to (Shoimin, 2014) disadvantages of Auditory – Intellectually - Repetition method is as follows:

- 1) Teacher feel hard to creating and preparing meaningful problems for students
- 2) Teacher have adversity to expressing direct problems that can be understood by the students
- 3) Students have difficulty responding to problems.
- 4) Students feel doubt and worry with their answer.
- 5) Some students feel that their learning activities are not fun because of the difficulties they face.

Teachers certainly encounter difficulties in teaching, but with well preparation those difficulties are avoided and handled well. Then learning activities can work optimally.

5. Review on Students' Perceptions

a. Definition of Students' Perceptions

The perception is defined in accordance with the opinions and views of someone (Unumeri, 2009:18). Perception is when someone thinks about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn (Hong, 2003). Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of

the observer, while motivation and emotions play an important role in this process (Demuth, 2013:31).

So it can be concluded that students' perceptions are the final product of teaching-learning process, students' views of the stimulus given by the teacher, and student can respond well to the use of the stimulus or not based on their point of view, in this research the stimulus is Auditory – Intellectually - Repetition method.

b. The Kinds of Perceptions

The pros and cons of something are common. Likewise, with students' perceptions of the method the teacher uses to teach. According to (Djaali, 2011:56) perceptions are divided into two kinds, positive perceptions and negative perceptions.

- 1) Positive perceptions are the manifestation of feeling happy so in providing a response or the next reactions will show a tendency to act.
- 2) Negative perceptions are the manifestation of displeasure so that will reveal the reaction tendency for avoids, shuns and may create antipathy or indifference.

So it can be concluded that students' perceptions can be different. It is expected that students give a positive perception of a stimulus provided by the teacher, but it doesn't rule out that students also have negative perceptions.

c. Indicators of Students' Perception

Indicator is something that can be used as a basic guide or standard as a reference in measuring changes in an activity or event. Indicators are something, especially facts, which indicate the state or level of something. According to (Walgito, 2002) perceptions have the following indicators:

1. Absorption of stimuli or objects from outside the individual.

The stimulation or object can be received by the five senses, both vision, hearing, touch, smell, and taste individually or together. From the results of the absorption will get a picture, response or impression in the brain. The picture can be single or distant, depending on the object of perception observed.

2. Understanding

After the image or impression, then the picture is organized, classified, compared, interpreted, so that understanding and understanding are formed. The process of understanding is very unique and fast. The meaning that is formed depends also on the old picture that has existed before the individual.

3. Assessment and evaluation

After the formation of understanding or understanding, there is an assessment of the individual. Individuals will compare the understanding and new understanding that is obtained with the criteria or norms that are

subjectively owned by individuals. Individual valuations vary even if the objects are the same. Therefore, perception is individual.

Therefore, it is normal if the perceptions of each student can be different, because it depends on each student and there is no compulsion for students to give a positive response or agree with the statements.

d. Students' Psychological Aspects

Psychological aspects or psychological factor is a factor that is mentally or spiritually concerned with the aspects in students' acquisition. It, at least, involves four of many factors, such as anxiety, attitude, aptitude, and motivation. (Budianto, 2010)

1) Anxiety

Anxiety is a feeling of unease, such as worry or fear, that can be mild or severe. Everyone has feelings of anxiety at some point in their life.

2) Attitude

Attitude is the manner, disposition, feeling and position with regard to a person or thing, tendency or orientation especially in the mind.

3) Aptitude

Aptitude is a component of a competence to do a certain kind of work at a certain level. An aptitude may be physical or mental.

4) Motivation

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors.

So it can be concluded that aspects that affect the psychology of students vary greatly, therefore we must be able understand what can motivate students in learning listening.

B. Previous Related Studies

Dealing with the topic, there are many researchers who conducted research on teaching methods in listening. The researcher finds the previous researchers, the first is a thesis by Fitria Yuliani (2017) from Sebelas Maret University. The title is “*AIR (Auditory, Intellectually, Repetition): Its Effect on Speaking Skill from the Perspective of Students’ Risk-Taking (An Experimental Study at the Tenth Grade of SMA Negeri 7 Surakarta in Academic Year of 2016/2017)*”. The similarity is the research is identified about Auditory – Intellectually - Repetition method. The previous research investigated the effect of AIR toward speaking skill but this research focuses on the implementation Auditory – Intellectually - Repetition and students’ perceptions on implementation of Auditory – Intellectually - Repetition in listening activities.

The second study is titled “*The Use of AIR (Auditory, Intellectually, Repetition) Method to Improve Student’s Reading Ability at Eight Grade of*

SMPN 2 Pulung in Academic Year 2014/2015” by Aldona Fitria Fiveronika (2015) from Muhammadiyah University of Ponorogo. The similarities of the previous research and this research is focused in Auditory – Intellectually - Repetition method at junior high schools. The difference is the previous research uses Auditory – Intellectually - Repetition to improve students’ reading ability while this research just focuses on implementation Auditory – Intellectually - Repetition in listening activities.

The third research is from European Journal of Social Sciences with the title “*Students’ Perception of the Teachers’ Teaching of Literature Communicating and Understanding Through the Eyes of the Audience*” by Fauziah Ahmad, Jamaluddin Aziz (2009). This study explored the students’ thinking which promised to enhance understanding of teaching and its outcomes. The similarities of both researches are focused on students’ perceptions of teachers’ teaching methods. The difference of the previous study is the subject of study was literature teacher and the subject of this research is English teachers of junior high school.

The last research is titled “*Students’ Perceptions of Teaching Methods Used at South African Higher Education Institutions*”. This study is from the South African Journal of Higher Education by Samantha Govender for 2019. The study was an attempt to investigate the students’ perceptions of selected methods used for teaching undergraduate students, while this research investigates the implementation of Auditory – Intellectually - Repetition in

listening activities. Both of the researches are analyzing students' perceptions of selected methods used for teaching.

Based on the four researches above, the researcher will conduct the similar research but have some different variables. In this research the researcher wants to analyze the implementation of Auditory – Intellectually - Repetition in listening activities and students' perceptions on implementation of Auditory – Intellectually - Repetition in listening activities. This research is entitled: “The Implementation of Auditory – Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in the Academic Year of 2019/2020”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research, the researcher used a qualitative research method. Qualitative research methods are gaining in popularity outside the traditional academic social sciences, particularly in public health and international development research (Mac, Woodsong, MacQueen, Guest, Namey, 2005:6). Whereas quantitative research methods once dominated these fields, researchers have now begun drawing from a more diverse repertoire of methodologies as they tackle international public health problems. Qualitative methods have become important tools within this broader approach to applied research, in large part because they provide valuable insights into the local perspectives of study populations.

Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that: (1) seeks answers to a question, (2) systematically uses a predefined set of procedures to answer the question, (3) collects evidence, (4) produces findings that were not determined in advance, and (5) produces findings that are applicable beyond the immediate boundaries of the study. (Mac, Woodsong, MacQueen, Guest, Namey, 2005:1)

The researcher used a qualitative research design to obtain the answer of the research question. It means that the researcher had to describe the

implementation and students' perceptions on the implementation of Auditory – Intellectually - Repetition in listening activities at eighth grade students of SMPN 1 Jumantono.

B. Subject of the Study

The subject of this research is the English teachers of eighth grade of SMPN 1 Jumantono, there is Mrs. Setiati, S.Pd, she teaches 8A, 8B, 8C, and 8D, and Mrs. Nadia Rorokunti, S.Pd, she teaches English for 8E, 8F, 8G, and 8H. The objects of the research is the eighth grade students of SMPN 1 Jumantono in the academic year of 2020/2021. The researcher observes not at all of classes but only two classes. The researcher chooses 8A and 8G class as the subject of research. The researcher chooses 8A and 8G because it took into account the level of understanding of students in English which is higher than other classes.

C. Setting of the Research

1. Setting of Place

The research was carried out in SMPN 1 Jumantono. SMPN 1 Jumantono is one of the junior high school in the Karanganyar Regency, Central Java. This school is located in Jl. Joko Tarub No. 1, Ngunut, Jumantono, Karanganyar. Similar with the most junior high schools in Indonesia, SMPN 1 Jumantono has 3 grade classes, that are seventh grade, eighth grade, and ninth grade. All of the grades divided into class A until H. Therefore, SMPN 1 Jumantono has 24 classes.

SMPN 1 Jumantono is one of favorite junior high school in Jumantono, with strategic location and the many achievements that have been achieved by SMPN 1 Jumantono make this school favored by many students. SMPN 1 Jumantono is famous for excellence in the basketball, *karawitan*, and music. In this school also has complete facilities such as library, science laboratory, computer labs, Go-Green area, and others. Beside that, SMPN 1 Jumantono gives free internet access to support teaching and learning activities. SMPN 1 Jumantono has several extracurricular activities that have provided examples such as karate, scout, marching band, *karawitan*, and etc. The researcher collected the data from the listening activities in eighth grade.

2. Setting of Time

This research was conducted from July-September 2020. This research was held by doing some observation about the implementation of Student-Centered Learning in listening activities. During the research, students took lessons online through the WhatsApp group and UKLINE. This was done according to recommendations from the government to reduce the Corona virus outbreak. The researcher was observing all of the listening activities in the WhatsApp group class and UKLINE and then making a field note. In addition, an interview with the teachers is provided after the observation. Below is the schedule of the research:

Table 3.1 The Schedule Table

No.	Activities	Jan	Feb	March	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1.	Pre-Research											
2.	Observation											
3.	Create Proposal											
4.	Proposal Examination											
5.	Conduct the Research											
6.	Arrange Thesis											
7.	Munaqosyah											

D. Data and Sources of the Data

The data was descriptive in the form of words. The sources of data in qualitative research are proved by theories in words and some events in the place of the data. The source data in this research used events and informants. In this research, the source of the data obtained from:

1. Events

Event Data (in Beta, 2019) provides open, transparent, and traceable information about the provenance and context of every Event. The events were in the form of teaching-learning activities in English subjects, especially

teaching-learning listening to eight grade students of SMPN 1 Jumantono. The researcher focused on 8A and 8G class. The researcher observed the students' listening activities in class.

2. Informant

Another important aspect of participant observation is identifying key informants—local individuals who can directly provide important information about the community and thus help the researcher more quickly understand the study population and cultural environment. Research informants are people who can provide information. Research informants are something like people, objects or institutions (organizations), the nature of which is examined (Sukandarumidi, 2002:65).

Key informants can facilitate your access to particular resources, populations, organizations, gatekeepers, etc., and can help you make connections between phenomena that might not be obvious to an outsider (Mac, Woodsong, MacQueen, Guest, Namey, 2005:20). In this research, the informant refers to the English teacher is Mrs. Setiati, S. Pd, who conducts English teacher for the 8A students, and Mrs. Nadia Rorokunti, S. Pd who conducts English teacher for 8G class.

E. Techniques of Collecting Data

The way of the researcher to get the data needed in research activity is usually known as a technique of collecting data. Cresswell (2012:297-298) explained that collecting data is the required data and information taken from

observation and interview. Collecting data was important for the research. It was because collecting data used to support successful research. In the classroom, the researcher records videos and takes photographs to provide more accurate data. In this research, the researcher used data techniques of qualitative data collection including: observation, interview, and questionnaire.

1. Observation

Observation, sometimes referred to as “participant observation” or “ethnography” is the key method of anthropology and in itself can consist of a mix of techniques; informal interviews, direct observation, participation in the life of the group, collective discussions, analyses of personal documents produced within the group, self-analysis, and life histories, notes, diaries and transcripts are often kept and the observation method can generate a lot of written material which the investigator must synthesize. (Mac Donald, Headlam, 2009:50)

In this research, the researcher was a passive participant to get the data. The researcher joined the class and observed the learning activities. The researcher observes passively without doing any involvement in the classroom. The observation conducts to get the data about the implementation of Auditory – Intellectually - Repetition in listening activities. The researcher prepared the notes before going to observe. The note had been taken by the researcher herself during the observation. Finally, to ensure the obtained data, the researcher collected all the field notes.

The researcher observed what happens during the teaching learning activities, especially in learning listening. The researcher observed the listening activities use the Auditory – Intellectually - Repetition and students' perceptions on implementation of Auditory – Intellectually - Repetition in listening activities.

2. Interview

Interview is the way to get information more deep to teachers. Interview is an important way for researchers to check the accuracy of the impressions he or she has gained through observation (Fraenkel, Wallen, 2003:450). In this research, the researcher interviewed the teachers. The interview used to gather the information about their implementation of Auditory – Intellectually - Repetition in listening activities. The researcher used a voice recorder to record the interview and placed the recorder near the teacher to get the clear voice. The researcher also used note technique to get data that had been explained before.

3. Questionnaire

In addition to using the techniques above, researchers also used questionnaires to support the research. Sugiyono (2008:142) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents. In this research, the researcher gave the questionnaire to know about students' perception on implementation of Auditory – Intellectually - Repetition in listening activities. The blueprint questionnaire of students' perception can be seen in Table 3.2.

Table 3.2 The Blueprint Questionnaire of Students' Perception

Aspect	Number of question
1. Absorption of stimuli or objects from outside the individual.	2, 3, 4
2. Understanding	1, 5, 8
3. Assessment and evaluation	6, 7, 9, 10

Meanwhile, the researcher also made a questionnaire regarding the psychological aspects of students. The blueprint can be seen in Table 3.3.

Table 3.3 The Blueprint Questionnaire of Students' Psychology Aspect

Aspect	Number of question
According to (Budianto, 2010) there are four psychological aspects of students (1) anxiety, (2) attitude, (3) aptitude, and (4) motivation.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

From the events of the observation that had done by the researcher, it is used to collecting data, while the interview and questionnaire use to know about the implementation of Auditory – Intellectually - Repetition in listening activities and the students' perception about Auditory – Intellectually - Repetition. The

documentation also uses the evidence and support data to make the data more valid.

F. Technique for Analyzing Data

Sugiyono (2010:334) said that analyzing data is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. In this research, to analyze the data the researcher uses descriptive qualitative analysis. The researcher used an observation model analysis involving collecting the data, reducing the data, and presenting the data and drawing conclusion. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

In this research, the researcher analyzed the implementation of Auditory – Intellectually - Repetition in listening activities in eighth grade students of SMPN 1 Jumantono. According to Miles and Huberman (1994) cited Sugiyono (2014: 247-252), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and drawing conclusion.

1. Data Reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching if sometime it was needed anymore. Not all the obtained data of the research were important.

It means that the important information must be taken and unimportant information must be ignored. In the process of data reduction, the researcher selected, focused and abstracted the data in the field note. The data reduction is done during research activities. In this case, the researcher reduced information during the research activities if data is unimportant or does not support the data researchers needed (Moleong, 2007:308). The researcher was analyzing the data about the implementation of Auditory – Intellectually - Repetition in listening activities.

2. Data Display

It was the second component in analyzing the data. Display of the data is an organized, compressed assembly of information that permits conclusion drawing and action. By so doing, everything which happens in the classroom can be understood easily so that the researcher may consider what he should do toward the analysis and may take the other actions based on his understanding (Sutopo, 2002:92-93). Data display of this research is narrative text. Data display is a data description in this research. The researcher described the data that had been reduced. It means that the data was drawn and explained in the form of words, sentences and paragraphs. The researcher displayed the data then described it, after describing the data, the researcher made analysis about the data.

3. Drawing Conclusion

The third activity in analyzing data was drawing conclusions and verification. In drawing conclusion, the researcher made formulation or accumulation of its interpretation and analysis throughout the course of study as long. In this case, the researcher writes not only what he has seen each day during observation but also his interpretation of his observation (Sutopo, 2002:93). The researcher collected and analyzed the data with valid, consistent, and enough the data. The researcher drew conclusions in the last research. In conclusion, the researcher gave the result of the analysis based on the problems statement where it concludes the valid data from the entire data. The researcher took the conclusion after presenting the data and analyzed the data.

Meanwhile to analyze the questionnaire the researcher used Likert scale in making the questionnaire. According to Sugiono (2010: 134), the Likert scale is used to measure attitudes, perceptions and opinions of a person or group of people about a social phenomenon. Likert scale can provide alternative answers to instrument questions with a very positive gradient to very negative, the consideration of choosing this measurement is due makes it easier for respondents to choose answers. As for the assessment score as follows:

1) Strongly agree	5
2) Agree	4
3) Neutral	3

- | | |
|----------------------|---|
| 4) Disagree | 2 |
| 5) Strongly disagree | 1 |

To analyze the questionnaire, the first step the researcher has to read all the answers clearly. The next step was the answers were calculated into the percentage with this formula:

$$\frac{\sum x}{\sum n} \times 100\%$$

$\sum x$ = Total respondents who choose the same degree of agreement

$\sum n$ = Total all of the respondents

After all of the answers were counted, the last step was the data of the results were made into the table and paragraphs.

G. Trustworthiness of Data

From the research, the researcher got the data or information from observation, interview, documents, and questionnaire. Sugiyono (2012:330) defines triangulation as data collection techniques combining various data collection techniques and sources of existing data. According to Hales, (2010: 14) identified four basic types of triangulation, there are four kinds of triangulation techniques to recheck the trustworthiness:

1. Data Triangulation

The use of various data sources including time, space, and persons in a research. Data triangulation is the process rechecked and compared

information by researcher which obtained in different sources. For instance, it has done by comparing observation data with interview data result, comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event

2. Investigator Triangulation

The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analyzing the data.

3. Theory Triangulation

Theory triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is to look at a situation/ phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories do not have to be similar or compatible, in fact the more divergent they are, more likely they are to identify different issues or concerns.

4. Methodological Triangulation

Methodological triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another.

Based on the kinds of triangulations above, in this research the researcher used methodological triangulation. The researcher in gathering the data such as observation and interview. In validating the data, the researcher will observe the process of the teaching learning process, while also observing the problems appeared, the researcher will crosscheck by comparing them to the data of interviews.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

The first technique of collecting data used by the researcher is interview. The researcher did the interview to get information about the implementation of Auditory – Intellectually - Repetition in listening activities. The respondents are the English teachers of eighth grade in SMPN 1 Jumantono. The second technique of collecting the data used by the researcher is questionnaire. The questionnaire used to get information about the students' perception implementation of Auditory – Intellectually - Repetition in listening activities. Questionnaire refers to a list of questions for 64 students. There were any ten questions on the list.

1. The implementation of Auditory, Intellectually, and Repetition in listening activities of eighth grade in SMPN 1 Jumantono.

a. The Data from The Interview

Based on the interview to the English teachers of eighth grade in SMPN 1 Jumantono, the teachers said that they commonly used Auditory – Intellectually - Repetition in listening activities.

*“Apakah ibu sudah menerapkan AIR method pada listening activities?
Bisa ibu gambarkan bagaimana penerapannya di listening activities
ketika di kelas?”*

Teacher 1 said:

“Sudah biasa pakai metode ini mbak. Kalau di kelas biasanya saya putarkan video pakai LCD dan speaker active. Kadang saya selingi video lagu gitu yang ada liriknya. Terus mereka listen and repeat. Lalu untuk tugasnya biasanya melengkapi dialog yang kosong atau ada tugas lain di buku paket mereka.” (Interview on Wednesday, 16 September 2020)

Teacher 2 said:

“Guru masuk, greetings, terus review materi pertemuan kemarin. Terus lanjut ke materi baru, habis itu siswa saya suruh memberi feedback tentang materi hari itu, penyampaian materinya juga diulang-ulang biar mereka paham. Terakhir diberi tugas. (Interview on Thursday, 17 September 2020)

From the statement above, it can be concluded that the teachers use the Auditory – Intellectually - Repetition method in the listening activities while learning process at the class. And the teacher also uses the supporting teaching media such as LCD projector and speaker active. Either studying at the class nor although when pandemic the Auditory – Intellectually - Repetition method is still used by the teachers.

“Disaat pandemi seperti ini apakah ibu masih bisa menerapkan AIR method? Kalau iya bisa beri sedikit gambaran”

Teacher 1 said:

“Masih mbak. Waktu chapter 1 itu saya beri video di grup kelas. Terus ada tugasnya. Kalau ada yang bingung biasanya anak-anak japri saya. Tanya gitu. Tapi saya jawabnya di grup WhatsApp biar semua anak juga paham.” (Interview on Wednesday, 16 September 2020)

Teacher 2 said:

“Metodenya masih bisa diterapkan mbak. Kalau materi saya kasih mereka video dan audio suara saya. Saya mengajar, saya rekam, mereka jadi lebih memperhatikan, lebih suka dan lebih paham kalau mendengar suara guru. Terus dikasih tugas seperti biasa.” (Interview on Thursday, 17 September 2020)

From the statement above, it can be concluded that the teachers are still using Auditory – Intellectually - Repetition in listening activities on the pandemic. The teachers used WhatsApp groups and UKLINE to carry out the learning process. The materials are delivered either by audio or video which is shared to the WhatsApp groups / UKLINE. The teachers feel helped in livening up the classroom atmosphere by used Auditory – Intellectually - Repetition method.

“Apakah AIR method cukup membantu ibu dalam menghidupkan suasana kelas? Apakah siswa bisa menjadi lebih mandiri & aktif?”

Teacher 1 said:

“Sangat membantu ya mbak. Soalnya anak-anak itu lebih tertarik saat diputarkan audio atau video yang pakai native speaker. Anak-anak juga jadi aktif, apalagi kalau mendengarkan lagu dan ada liriknya seperti tadi. Mereka jadi semangat.” (Interview on Wednesday, 16 September 2020)

Teacher 2 said:

“Sangat membantu mbak. Pas kita kasih feedback siswa diharuskan aktif, kalau untuk kemandirian siswa harus mandiri saat mengerjakan tugas”. (Interview on Thursday, 17 September 2020)

From the statement above, it can be concluded that the teachers feel the students can be more active and independently. And the teachers feel that the Auditory – Intellectually - Repetition method can make the students enjoy the listening class and focus with the activities also.

“Bagaimana reaksi siswa ketika berada di kelas listening yang menggunakan AIR method?”

Teacher 1 said:

“Anak-anak senang ya, dibanding reading gitu mereka lebih senang listening. Kalau diputarkan audio gitu mereka suka nagih lagi bu gitu. Mereka jadi fokus mendengarkan. Jadi pas diberi tugas mereka juga focus.” (Interview on Wednesday, 16 September 2020)

Teacher 2 said:

“Mereka responnya bagus, apalagi listening kan jarang ya, jadi mereka sangat tertarik, memperhatikan, ingin tau.” (Interview on Thursday, 17 September 2020)

From the statement above, it can be concluded that the students feel interested and they give good responses to the Auditory – Intellectually - Repetition method used by the teachers in listening activities. Not only the students felt happy with this method, but the teachers also felt the same way.

“Bagaimana kelebihan yang ibu rasakan dari penerapan AIR method ini?”

Teacher 1 said:

“Guru jadi mudah ya mbak, soalnya tinggal diberi materi, anak-anak mencermati secara mandiri terus diberi tugas. Guru jadi tidak capek,

anak-anak juga jadi aktif.” (Interview on Wednesday, 16 September 2020)

Teacher 2 said:

“Anak-anak lebih tertarik, lebih senang.” (Interview on Thursday, 17 September 2020)

From the statement above, it can be concluded that the teachers are facilitated by using Auditory – Intellectually - Repetition method. The teacher also mentioned that the Auditory – Intellectually - Repetition method is a great method for listening activities.

“Apa perbedaan AIR method dengan metode lain menurut ibu?”

Teacher 1 said:

“Pakai metode ini anak-anak senang karena mereka tertarik dengan audionya yang dari native speaker itu tadi. Mereka juga fokus mendengarkan materi kan kalau untuk menjawab teks rumpang itu anak-anak harus memperhatikan kata-katanya.” (Interview on Wednesday, 16 September 2020)

Teacher 2 said:

“Pakai metode lain anak-anak jenuh, kalau pakai ini anak-anak senang, karna mereka lebih ngerti, diberi kebebasan bertanya. Kalau metode ceramah kesempatan bertanya nya kurang.” (Interview on Thursday, 17 September 2020)

From the statement above, it can be concluded that the teachers feel that Auditory – Intellectually - Repetition method is suitable to be applied in listening activities. Because the teachers are familiar and often use the Auditory – Intellectually - Repetition method, especially in listening activities, teachers also feel many advantages when using this method.

Based on the interview, the researcher knew that the teachers used Auditory – Intellectually - Repetition in listening activities because in their opinion, it is suitable to apply in listening activities. By implementing Auditory – Intellectually - Repetition in listening activities, the students are more interested and focused in class. By implementing this method, the students are able to be more active and independently during the listening activities also.

From the interview, the researcher also got the information that teachers thought Auditory – Intellectually - Repetition is a great method to apply in listening activities. Based on their answer, by Auditory – Intellectually - Repetition the teachers feel helped in livening up the classroom atmosphere. They also said that by implementing Auditory –

Intellectually - Repetition, it is useful and makes them facilitated in teaching listening. This method is really useful for students to be more active because they enjoyed listening activities.

b. The Data from The Observation

The researcher did the research in SMPN 1 Jumentono in the academic year of 2020/2021. The researcher held this research by listening activities that were done at 8A and 8G as the object of this research. The research consists of 32 students in each class. The researcher joined the whatsapp group as the passive-participant. The research have done in 2 meetings:

1) First Meeting

a) Opening Activities

Teacher opened the class by saying *Assalamu'alaikum, Wr. Wb.* on WhatsApp group. Then the teacher delivers the learning instructions on the WhatsApp group. At 8.a.m the students sign in to UKLINE.

b) Main Activities

In UKLINE, the teacher opened the class by saying *Assalamu'alaikum, students.* And then teacher asking *How are you today?*. Then teacher gives a video about obligation, prohibition, and suggestion from YouTube. Then the teacher asked students to look for the video, then the teacher asked students to identify the video.

Students observed the modals, the pattern, and examples of obligation, prohibition, and suggestion by their own self. The teacher opened a discussion session in the teacher and student forum on UKLINE.

c) Closing Activities

After students are given time to understand the material about obligation, prohibition, and suggestion, the teacher asked students to give 3 sentences of obligation, prohibition, and suggestion individually on the discussion column on UKLINE. Then in turn students give their answers in the discussion column.

2) Second Meeting

a) Opening Activities

Teacher opened the class by saying *Assalamu'alaikum, Wr. Wb.* on WhatsApp group. Then the teacher delivers the learning instructions on the WhatsApp group. At 10.a.m the students sign in to UKLINE.

b) Main Activities

In UKLINE, teacher asking the students to read and understand the material about Greeting Cards. Teacher gives a video about the kinds greeting cards. Then the teacher asked students to look for the video, then the teacher asked students to identify the video. Students observed the types, examples and uses of greeting cards by their own self. After that teacher asked students to give a response text individually on the discussion column on UKLINE, the responses

given by students are considered as the attendance or support for the score of students' activeness. The teacher opened a discussion session in the teacher and student forum on UKLINE. And the students responded by replying *Ya bu* consecutively.

c) Closing Activities

After the altering students give their responses in the discussion column, within hour other UKLINE class automatically end.

From the activities above, we can conclude that the teachers are still using Auditory – Intellectually - Repetition in listening activities on the pandemic. The learning of listening activities has been implemented in accordance with the lesson plan of online learning. Even though it encountered several obstacles, the implementation of Auditory – Intellectually - Repetition in listening activities continued as plans and the learning objectives were achieved.

2. Students' perception implementation of Auditory, Intellectually, and Repetition in listening activities of eighth grade in SMPN 1 Jumantono.

a. The Data from the Questionnaire

This part shows the students' perception on the implementation of Auditory – Intellectually - Repetition in listening activities. Based on the results of the questionnaire conducted by the researcher, students had many kinds of perception toward the implementation of Auditory – Intellectually - Repetition in listening activities. The researcher has given

a questionnaire containing 10 statements. The questionnaire has been filled in by 64 students via Google Form. The following table presented the result of the questionnaire.

Table 4.1 Students' Perception of the Implementation of Auditory – Intellectually - Repetition in Listening Activities in the Absorption of Stimuli or Objects from Outside the Individual.

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Metode Auditory – Intellectually - Repetition membuat saya semangat dan termotivasi untuk belajar Bahasa Inggris	1	2	22	24	15
		1,6%	3,1%	34,4%	37,5%	23,4%
3.	Metode Auditory – Intellectually - Repetition membuat saya merasa senang saat	0	4	17	32	11
		0%	6,3%	26,6%	50,0%	17,2%

	pembelajaran listening					
4.	Metode Auditory – Intellectually - Repetition	4	28	23	7	2
	membuat saya bosan saat pembelajaran listening	6,3%	43,8%	35,9%	10,9%	3,1%

a. Absorption of Stimuli or Objects from Outside the Individual.

1) Statement number 2

37,5% students agree with the statement that Auditory – Intellectually - Repetition method makes them enthusiastic and motivated to learn English. And 34,4% of them give neutral answers. Then 23,4% strongly agree with that statement. And the 3,1% answer disagrees with this statement. And just 1,6% students' answers strongly disagree.

2) Statement number 3

50,0% students agree with the statement that Auditory – Intellectually - Repetition method makes them happy when they learn English. And 26,6% of them give neutral answers. Then 17,2% strongly agree with that statement. And 6,3% answer disagree with this statement. And no one student's answer strongly disagrees.

3) Statement number 4

43,8% students disagree with the statement that Auditory – Intellectually - Repetition method makes them bored during learning English. And 35,9% of them give neutral answers. And 10,9% answer agree with this statement. And 6,3% students' answers strongly disagree. Then 3,1% strongly agree with that statement.

Table 4.2 Students' Perception of the Implementation of Auditory – Intellectually - Repetition in Listening Activities in the Understanding.

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Metode Auditory – Intellectually - Repetition	0	1	16	32	15
	membuat pembelajaran listening lebih menarik dan mudah dipahami	0%	1,6%	25,0%	50,0%	23,4%
5.	Metode Auditory, Intellectually,	1	3	20	28	12

	<i>Repetition</i> membuat saya teliti dalam mendengarkan kata Bahasa Inggris	1,6%	4,7%	31,3%	43,8%	18,8%
8.	Guru memberikan kesempatan untuk saya bertukar pikiran / berdiskusi dengan teman	1	3	10	26	24
		1,6%	4,7%	15,6%	40,6%	37,5%

b. Understanding.

1) Statement number 1

50,0% students agree with the statement that Auditory – Intellectually - Repetition method makes listening activities more interesting and easy to understand. And 25,0% of them give neutral answers. Then 23,4% strongly agree with that statement. And just 1 student or 1,6% answered disagreed with this statement. And no one student's answer strongly disagrees.

2) Statement number 5

43,8% students agree with the statement that Auditory – Intellectually - Repetition method makes them careful in listening English words. And 31,3% of them give neutral answers. Then 18,8% strongly agree with that

statement. And 4,7% answer disagree with this statement. And just 1,6% students' answers strongly disagree.

3) Statement number 8

40,6% students agree with the statement that the teacher provides the opportunity for students to exchange ideas or discuss. Then 37,5% strongly agree with that statement. And 15,6% of them give neutral answers. And 4,7% answer disagree with this statement. And just 1,6% students' answers strongly disagree.

Table 4.3 Students' Perception of the Implementation of Auditory – Intellectually
- Repetition in Listening Activities in the Assessment and Evaluation.

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	Metode Auditory – Intellectually - Repetition cocok diterapkan untuk pembelajaran listening	0	1	18	37	8
		0%	1,6%	28,1%	57,8%	12,5%
7.	Saya merasakan suasana belajar yang aktif dalam	0	9	19	28	8

	pembelajaran listening saat menggunakan metode Auditory – Intellectually - Repetition	0%	14,1%	29,7%	43,8%	12,5%
9.	Saya merasakan ada perbedaan antara belajar dengan metode Auditory – Intellectually - Repetition dan belajar dengan metode lain	1	2	29	24	8
		1,6%	3,1%	45,3%	37,5%	12,5%
10.	Metode Auditory – Intellectually - Repetition membuat saya merasa lebih fokus dalam menyimak dan mendengarkan	1	2	19	27	15
		1,6%	3,1%	29,7%	42,2%	23,4%

	saat pembelajaran listening					
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c. Assessment and Evaluation.

1) Statement number 6

57,8% students agree with the statement that Auditory – Intellectually - Repetition method is suitable to be applied to listening activities. And 28,1% of them give neutral answers. Then 12,5% strongly agree with that statement. And just 1 student or 1,6% answered disagreed with this statement. And no one student's answer strongly disagrees.

2) Statement number 7

43,8% students agree with the statement that Auditory – Intellectually - Repetition method makes them feel an active learning atmosphere in listening activities. And 29,7% of them give neutral answers. And 14,1% answer disagree with this statement. Then 12,5% strongly agree with that statement. And no one student's answer strongly disagrees.

3) Statement number 9

45,3% of them give neutral answers with the statement that Auditory – Intellectually - Repetition method makes them careful in listening English words. And 37,5% students choose to agree. Then 12,5% strongly agree with that statement. And the 3,1% answer disagrees with this statement. And just 1,6% students' answers strongly disagree.

4) Statement number 10

42,2% students agree with the statement that Auditory – Intellectually - Repetition method makes them more focused on listening to the material and give attention during the listening activities. And 29,7% of them give neutral answers. Then 23,4% strongly agree with that statement. And the 3,1% answer disagrees with this statement. And just 1,6% students' answers strongly disagree.

Meanwhile, to find out the psychological aspect of students in learning listening, the researcher added 10 statements to the questionnaire and the results were as follow:

Apa yang kamu rasakan saat belajar listening dengan metode Auditory - Intellectually – Repetition?

Student 12: *Materi menjadi mudah dipahami*

Student 15: *Merasa senang, dan lebih mudah dalam memahami materi yang diberikan*

Student 16: *Terbantu saat belajar dan memahami materi tersebut*

Student 18: *Saya merasa senang dan bersemangat karena dengan metode tersebut dapat memudahkan untuk memahami materi yg akan diberikan.*

Student 37: *Lebih mudah dan simpel*

From the statement above, it can be concluded that students accept Auditory - Intellectually – Repetition method well. They become easy to

understand the learning material, they feel happy and excited, and feel helped by Auditory - Intellectually – Repetition method.

Apa yang memotivasimu dalam belajar listening?

Student 1: *Untuk mendapatkan nilai yang bagus*

Student 15: *Lebih menyenangkan dan dapat lebih mudah memahami materi*

Student 19: *Agar bisa bahasa inggris*

Student 48: *Agar bisa mengikuti pembelajaran dengan baik dan dapat mendapat kan nilai yang bagus*

Student 61: *Agar bisa pintar dalam pembelajaran bahasa Inggris dan dapat menambah kosa kata bahasa Inggris*

From the statement above, it can be concluded that students have their own motivation to learn listening. There are those who want to get good score, to make it easy to understand the material, to be able to speak English, to be able to follow the lesson well, and to increase vocabulary.

Kenapa kita harus teliti dalam mendengarkan audio saat listening?

Student 1: *Karena berpengaruh pada nilai dan materi dalam belajar*

Student 8: *Agar tidak terjadi kesalahpahaman dalam mendengarkan audio saat listening*

Student 12: *Agar tidak salah salah ketika ditanya guru/agar paham jika ditanya guru nanti*

Student 25: *Karena agar lebih mudah memahami materi yang diberikan oleh guru,dan dapat mengerjakan soal yang diberikan guru dengan mudah dan benar*

Student 53: *Supaya lebih mudah dalam memahami materi dan tidak ketinggalan*

From the statement above, it can be concluded that students have fear or anxiety in participating in listening lessons, so students are required to be careful in listening. That way students will not be wrong when answering questions from the teacher and avoid punishment or misunderstanding the material. Besides that they also have fear when their score are bad.

Apa yang membuatmu semangat saat belajar listening?

Student 20: *Agar nilai saya bagus tidak remidi dan dapat menyelesaikan tugas dengan mandiri serta menambah kosa kata bahasa Inggris saya*

Student 25: *Saya bersemangat agar dapat memahami materi yang diberikan yang membuat ilmu saya bertambah dan dapat dengan mudah mengerjakan tugas yang diberikan oleh guru*

Student 29: *Mudah dipahami dan tidak membuat saya bosan*

Student 48: *Ingin nilai saya bagus dan dapat memuaskan*

Student 60: *Ingin bisa Bahasa Inggris*

From the statement above, it can be concluded that students also aim to have good attainment skills in English. Besides that students also do not want to remedies in listening class.

Saya semangat belajar listening agar nilai saya bagus

90,5% of students answer YES that they are motivate about learning listening in order to get good scores, so it can be concluded this is their biggest motivation in learning listening. The motivation factor is one of the factors that affect students' psychology.

Saya senang belajar listening dengan Auditory - Intellectually - Repetition agar bisa menyelesaikan tugas secara mandiri

92,9% of students answer YES that students have a special pride when they can complete their assignments independently. This is also because students are required to be able to study independently at home.

Saya fokus mendengarkan audio agar kosa kata bahasa Inggris saya bertambah

92,9% of students answer YES to the statement “I focus on listening to the audio so that my english vocabulary increase”. So it can be concluded that they want to develop their skills and abilities in English. The aptitude factor is one of the factors that affect students’ psychology.

Saya tidak bosan saat listening karena saya suka bahasa Inggris

69% of students answer YES to the statement “I don’t get bored when listening to it because I like English”. So it can be concluded that one of the factors that influence students psychology is the feeling of liking, if students already like English so they will not feel bored during listening lessons.

Saya semangat belajar listening agar tidak remidi

95,2% of students answer YES to the statement “I am passionate about learning listening so I don’t remedy”. One of the things that affect students psychology is that students have a anxiety, one of the students’ anxiety in learning listening is for remedies. So students are required to be enthusiastic about learning in listening so they don’t remedy.

Metode Auditory - Intellectually - Repetition cocok diterapkan di listening karena...

Student 11: *Menyenangkan dan mudah dipahami*

Student 20: *Membuat siswa siswi lebih mudah untuk memahami materi pembelajaran*

Student 29: *Karena tidak membuat bosan*

Student 34: *Lebih mudah dan cepat memahami*

Student 49: *Tidak rumit*

From the statement above, it can be concluded that students feel the advantages of using Auditory - Intellectually – Repetition method in listening. They argue that it is fun and easy to understand the material, this method does not bore students, and not complicated.

b. The Data from the Interview

Based on the interview to the 4 students of eighth grade in SMPN 1 Jumantono, the students gave a variety answers about Auditory – Intellectually - Repetition in listening activities. According to Suherman in Yulianti (2012) revealed Auditory – Intellectually - Repetition learning model is a learning model that assumes that a study would be effective if attention to three things:

1) Auditory

Kan sekarang pembelajaran di UKLINE, kamu sendiri lebih paham pas listening di kelas pakai laptop & speaker atau di UKLINE pakai video youtube? Lebih senang yg mana?

Student 1 said: *“Lebih senang yang pakai video di UKLINE kak, karena ada gambarnya, kalau listening di kelas itu kadang tidak jelas suaranya.”*

Student 2 said: *“Listening di kelas kak”*

Student 3 said: *“Pas listening di kelas pakai laptop dan speaker”*

Student 4 said: *“Video youtube di UKLINE kak biar bisa dipahami lebih”*

In the auditory section, it can be concluded that students give different responses. 2 students responded that they understood better when the teacher provided listening material via audio in the classroom. And 2 students argued that they preferred it when the teacher gave the listening material on UKLINE.

2) Intellectually

Terus gimana caramu biar paham isi videonya dek? Kamu lihat videonya diulang-ulang?

Student 1 said: *“Biasanya saya tonton videonya sambil mencatat yang penting-penting gitu kak”*

Student 2 said: *“Biasanya aku ulang-ulang sampai paham”*

Student 3 said: *“Videonya nggak diulang-ulang tapi kalau udah 10 detik dimatiin trus dihafal sampai hafal terus kalau udah hafal lanjut sampai selesai”*

Student 4 said: *“Iya kak biar tambah paham”*

Kalau ada yg masih kurang paham bisa tanya langsung ke bu guru gak? Biasanya tanya di UKLINE atau whatsapp?

Student 1 said: *“Biasanya kalau tanya-tanya, sama Bu guru itu di grup wa kak”*

Student 2 said: *“Tanya bu guru di whatsapp”*

Student 3 said: *“Kadang ya begitu kak. kalau nggak ada yang paham langsung tanya sama bu guru lewat whatsapp”*

In the intellectually section, it can be concluded that students responded that they had their own way of understanding the material individually. Besides that, students are also happy because they feel helped by the teacher who gives them the opportunity to ask questions.

3) Repetition

Kamu biasanya diskusi sama teman nggak kalau mengerjakan tugas bahasa inggris? Mungkin lewat whatsapp / belajar kelompok di rumah teman?

Student 1 said: *“Kadang-kadang kak. Kadang telponan kak, tapi juga kadang ke rumah teman”*

Student 2 said: *“Saya sendiri, soalnya rumah teman saya jauh dan saya belajar dan menemani adik saya”*

Lebih paham pas dikerjakan sendiri atau diskusi kelompok?

Student 1 said: *“Diskusi kelompok kak, karna kalo misal belum paham bisa tanya teman”*

Student 2 said: *“Diskusi kelompok”*

In the repetition section, it can be concluded that students responded that students are happy when they can do assignments in groups, because they can have discussions. However, this was constrained by a pandemic situation that required them to study independently. But online discussions were still being held between students.

B. Discussion

In this part the researcher tries to discuss the research finding. There are two problems proposed in this research. The first discussion is about the implementation of Auditory – Intellectually - Repetition in listening activities. The second is focused on the students' perception on implementation of Auditory – Intellectually - Repetition in listening activities.

1. The Implementation of Auditory, Intellectually, and Repetition in Listening Activities

Based on the pre-observation the researcher found that the teachers implemented Auditory – Intellectually - Repetition in teaching listening. And based on observations made by researchers on WhatsApp group from 2 classes, the researcher found that listening activities using the Auditory – Intellectually - Repetition method were carried out in accordance with the distance learning lesson plan or online learning. The introduction to the closing section runs according to the lesson plans and procedures of the Auditory – Intellectually - Repetition method itself.

Based on the interview, the researcher gets information that they still use Auditory – Intellectually - Repetition method either in classrooms and in WhatsApp groups or online learning in a pandemic situation. According to Shoimin (2014: 30) steps in the Auditory – Intellectually - Repetition learning model are as follows:

- a. Students are divided into several groups, each group consisting of 4-5 members
- b. Students listen and pay attention to the explanation from the teacher
- c. Each group discusses the material they learned and writes the results of the discussion and then it is presented to the class (Auditory)
- d. During the discussion, students get questions or problems related to the material
- e. Each group thinks about how to apply the results of the discussion and can improve their ability to solve problems (Intellectually)
- f. After finishing the discussion, students receive repetition of the material by getting an assignment or quiz for each individual (Repetition)

The implementation of Auditory – Intellectually - Repetition in listening activities at the eighth grade in SMPN 1 Jumantono did not work in accordance with existing procedures, this happens because it did not allow students to study in groups, as well as a recommendation from the government that requires students to learn from home independently. This can be overcome by online student discussions independently. However, this is not a problem, according to Sitohang, et al (2018) Auditory – Intellectually - Repetition learning is a learning model that emphasizes student learning activities, where students actively build their own knowledge in individual or in group. So the Auditory – Intellectually - Repetition method can also be done individually. In this way, the

intellectually part that requires students to exchange opinions or discussions about the material is still done even though it is not as optimal as when learning in the classroom, and the purpose of each element is still achieved.

The implementing of Auditory – Intellectually - Repetition in listening activities at the eighth grade in SMPN 1 Jumantono got good responses from the students. It was explained by the teacher during the interviews. Because the implementation of Auditory – Intellectually - Repetition method has several advantages. According to Fathurrohman (2018: 124) the advantages of the Auditory – Intellectually - Repetition learning model are as follows:

- a. Train students' hearing and courage to express opinions (Auditory)
- b. Train students to solve problems creatively (Intellectually)
- c. Train students to remember about the material they have learned (Repetition)
- d. Students become more active and creative.

Besides the advantages described above, the researchers also found other benefits from implementing Auditory – Intellectually - Repetition method based on how the teacher feels. When the teacher teaches and gives the material, the class is more active and happy, they are enthusiastic to listen and they pay attention to the materials. When the teacher gives time to students to examine the materials, they listen carefully, they discuss the material together with other students, and the teacher gives them a chance

to ask if they don't understand. And when giving assignments, students are required to be able to independently work on their assignments, they focus more on listening to questions, but they enjoy it because they are interested in listening to audio.

2. Students' Perception on Implementation of Auditory – Intellectually - Repetition in Listening Activities

Implementing Auditory – Intellectually - Repetition in listening activities at the eighth grade in SMPN 1 Jumantono got good responses from the students. The students' perception of implementation of Auditory – Intellectually - Repetition were positive responses. According to (Walgito, 2002) perceptions have the following indicators:

a. Absorption of Stimuli or Objects from Outside the Individual.

By the 3 statements that have been mentioned, students gave positive perceptions. This can be seen from the answers to each statement. And for statement number 2, there were 37,5% students who agreed. It means that this method makes students enthusiastic and motivated to learn English. Then 50% of students choose to agree with statement number 3, so Auditory – Intellectually - Repetition method make students feel happy when learning listening. And for statement number 4, there were 43,8% students who disagreed if Auditory –

Intellectually - Repetition method make students bored when learning listening.

b. Understanding.

The researcher mentioned 3 statements. There are 50% students who agree with statement number 1, so students find listening learning more interesting and easy to understand by using Auditory – Intellectually - Repetition method. Then 43,8% students choose to agree with statement number 5, so Auditory – Intellectually - Repetition method make students careful in listening to English words. For statement number 8, there are 40,6% students who agree. So it concluded that their teacher gave them the opportunity to exchange ideas / discuss with friends in listening activities when the teacher used the Auditory – Intellectually - Repetition method.

c. Assessment and Evaluation.

There are 4 statements presented by the researcher. 57,8% students choose to agree with statement number 6. It means that they feel Auditory – Intellectually - Repetition methods are suitable for learning and listening. And for statement number 7, there are 43,8% students who agree. So it concluded that they feel an active learning atmosphere in listening activities when using the Auditory – Intellectually - Repetition method. Then 45,3% choose neutral for statement number 9. It means students do not really feel there is a difference between learning with

Auditory – Intellectually - Repetition methods and learning with other methods. And for the statement number 10, 42,2% students agree if Auditory – Intellectually - Repetition method makes them feel more focused on listening and listening while learning listening.

Besides the explanation above, in finding it has also been mentioned that there are four factors or aspects that affect the psychology of students by Budianto (2010). The first is anxiety aspect. Students have a fear of getting bad grades or having to take remedies on listening. The second aspect is the attitude; this can be seen in the statement that students like English so they will not be bored during lessons. Then the third aspect is talent. It can be seen that students have a passion for learning in English so that they can enrich their English vocabulary and can improve their scores in English. Then the last aspect is the motivation aspect. This can be seen from the student's statement that students have the motivation to get high and good scores in listening lessons, so students learn listening enthusiastically.

Besides the explanation above, students also gave various perceptions. According to Suherman in Yulianti (2012) revealed Auditory – Intellectually - Repetition learning model is a learning model that assumes that a study would be effective if attention to three things:

a. Auditory

Based on the result of an interview with students which has been explained previously, the researcher found that students give various responses. The students have a good response to listening activities by using Auditory – Intellectually - Repetition either in the classroom or in online learning platforms. Because each student has a different level of understanding while listening activities, it is normal for students to prefer listening activities delivered via video and audio, but there are also students who understand enough with listening to the audio only.

b. Intellectually

Based on the result of an interview with students which has been explained previously, the researcher found that to understand the material, students had their own way of using various methods. Either repeat the video, make a note, and memorize the materials. Besides that, although not maximizing the discussion on UKLINE or other applications, they have tried to take the opportunity to ask the teacher via WhatsApp independently. Some of them are embarrassed to ask the teacher in front of their friends. But some of the students also try to discuss with their friends or create independent study groups without the instructions from the teacher.

c. Repetition

Based on the result of an interview with students which has been explained previously, the researcher found that students are required to be independent in completing their assignments. It aims to expand their personal knowledge on understanding the listening materials. Students give positive responses. Students are happy and feel proud when doing their assignments independently at home.

From the explanation above, it can be concluded that the use of Auditory – Intellectually - Repetition method in listening activities gets good responses by students, because students feel the many benefits obtained from Auditory – Intellectually - Repetition method in listening activities. In addition, they also feel happy and proud when they can learn independently and do not depend on others. Students are required to be active in understanding and developing their knowledge while listening.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of Auditory – Intellectually - Repetition method in listening activities of eighth grade in SMPN 1 Jumantono has been running in accordance with the existing theory. Auditory – Intellectually - Repetition method works when learning in class and in online platforms in listening activities. And Auditory – Intellectually - Repetition method is very helpful for teachers in listening activities, teachers feel many advantages by implementing Auditory – Intellectually - Repetition method. The teachers are easy to convey listening material to students (Auditory), because after receiving an explanation from the teachers, students are required to independently or in groups to understand and examine the material that the teachers have explained to them (Intellectually). And after that when given quizzes or assignments, students understand better because it has been explained by the teachers and they have examined the material independently (Repetition).

Apart from the benefits felt by the teachers, the teachers also added that students also welcomed and responded well when the teacher used this method during listening activities. This method is didn't up and running how it should be. The teachers have problems when using this method during a pandemic. The teacher becomes difficult when they want to make

group learning, because students learn from each other's homes. But this does not interfere with the purpose of Auditory – Intellectually - Repetition method itself, because students can still explore knowledge independently, and if they have difficulties students can still ask the teacher and discuss with friends online or create independent study groups.

The students' perception of implementation of Auditory – Intellectually - Repetition in listening activities are very various. They give a good perception of Auditory – Intellectually - Repetition method. For the majority of students agreed with the statements submitted by researchers, they felt the advantages and ease. Students feel happy with this method. Besides that, they are also more enthusiastic and interested in listening activities using this method. Listening activities become more lively, and more active. And both teachers and students argue that the Auditory – Intellectually - Repetition method is suitable for listening activities. Because listening puts forward the repetition of material and multiplies the practice questions or assignments.

In addition, the researcher also conclude that the activeness of students in participating in listening lessons is also influenced by psychological aspects. The first is anxiety aspect. Students have a fear of getting bad grades or having to take remedies on listening. The second aspect is the attitude; this can be seen in the statement that students like English so they will not be bored during lessons. Then the third aspect is talent. It can be seen that students have a passion for learning in English so that they can

enrich their English vocabulary and can improve their scores in English. Then the last aspect is the motivation aspect. This can be seen from the student's statement that students have the motivation to get high and good scores in listening lessons, so students learn listening enthusiastically.

B. Suggestion

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teachers to use in listening activities:

1. In applying this method, the teacher can make more use of the existing supporting media so that students are active, besides that the teacher can use other applications besides WhatsApp so that listening activities can be more interesting, and students are not bored.
2. Teachers can try to create study groups both online and face-to-face for students. So that the cooperative element of Auditory – Intellectually - Repetition method can be achieved more optimally and students are helped in understanding the material that has been given (Intellectually).

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APPENDIXS

LIST OF STUDENTS

Class : 8A

Teacher : Setiati, S.Pd

No.	Name	Class
1.	Aditya Aldi Wardana	8A
2.	Aldo Vebrian Rahmadani	8A
3.	Anggun Nur Utami	8A
4.	Bagas Dwi S	8A
5.	Danu Huda Mustaqimm	8A
6.	Dendy Nur Ikhsan	8A
7.	Dewi Ayu Setyawati	8A
8.	Dwi Yanto	8A
9.	Endah Desy Permatasari	8A
10.	Fatin Harviyani	8A
11.	Fika Dwi Nur Baiti	8A
12.	Fikri Wahyu Pambudi	8A
13.	Hasan Ikhwani	8A
14.	Herru Tyo Dyka Pratama	8A

15.	Hesti Intanmentari	8A
16.	Ikhsan Setyo Wicaksono	8A
17.	Irma Kurniawati	8A
18.	Izza Iksania Ainun Fadilah	8A
19.	Janu Huda Pratama	8A
20.	Joycelin Khahyang Putri	8A
21.	Khoirotun Hisan Fahma	8A
22.	Mohamad Yusuf Trisna Putra	8A
23.	Noksa Wahyu Saputra	8A
24.	Reno Galih Saputra	8A
25.	Rifqy Arya Shansena	8A
26.	Rofik Ilham Maulana	8A
27.	Septina Rochayati	8A
28.	Septina Rochmadani	8A
29.	Suci Isnaini	8A
30.	Suxas Radite	8A
31.	Yanu Sekar Purbalarang	8A
32.	Zahra Ainiyyah Zefania	8A

LIST OF STUDENTS

Class : 8G

Teacher : Nadia Rorokunti, S.Pd

No.	Name	Class
1.	Akbar Nur Hidayat	8G
2.	Alfina Fiha Rhomadhon	8G
3.	Amarta Bhekti Setyoningrum	8G
4.	Amelia Siti Umianah Nur Rosiddah	8G
5.	Andika Febriyan Ariyanto	8G
6.	Anthea Kayla Zahra	8G
7.	Bagas Dwi P	8G
8.	David Wahyu Nur G	8G
9.	Dina Winarni	8G
10.	Divani Bintang Nurhidayah	8G
11.	Dzaki Mi'roj Aminuddin	8G
12.	Farel Eka Saputra	8G
13.	Fatimah Nur Marlina	8G
14.	Feriska Sindi Nurcahyani	8G

15.	Galuh Shela Paramita	8G
16.	Hayva Fatekah Azzahra	8G
17.	Hega Lexandra Aurendra	8G
18.	Nur Amissya Amira	8G
19.	Muhamad Faisal	8G
20.	Muhammad Rifai	8G
21.	Nabila Intan Shofiyah	8G
22.	Nabila Rifkyana	8G
23.	Raihan Laksamana Aji P	8G
24.	Reha Ayu Wulansari	8G
25.	Rendy Ardiansyah Rahmadani	8G
26.	Sabbiyu Elga Utama	8G
27.	Shabrina Fitri Andaristama	8G
28.	Tegar Bagus Juliyanto	8G
29.	Titania Adisty Febriana	8G
30.	Wahyu Langgeng Sejati	8G
31.	Wening Ayu Astuti	8G
32.	Yunita Setya Ningsih	8G

QUESTIONS OF INTERVIEW FOR TEACHERS

1. Sejak kapan ibu mengajar bahasa inggris di SMP?
2. Metode apa yang biasa ibu terapkan di listening activities?
3. Apakah kesulitan yang dihadapi ketika mengajar listening?
4. Apakah ibu sudah menerapkan Auditory – Intellectually - Repetition method pada listening activities?
5. Bisa ibu gambarkan bagaimana penerapannya di listening activities ketika di kelas?
6. Apakah Auditory – Intellectually - Repetition method cukup membantu ibu dalam menghidupkan suasana kelas? Apakah siswa bisa menjadi lebih mandiri & aktif?
7. Bagaimana reaksi siswa ketika berada di kelas listening yang menggunakan Auditory – Intellectually - Repetition method?
8. Apakah siswa sudah terbiasa menggunakan Auditory – Intellectually - Repetition method di listening activities?
9. Disaat pandemi seperti ini apakah ibu masih bisa menerapkan Auditory – Intellectually - Repetition method? Kalau iya bisa beri sedikit gambaran
10. Untuk pemberian tugas di listening activities biasanya seperti apa?
11. Bagaimana kelebihan yang ibu rasakan dari penerapan Auditory – Intellectually - Repetition method ini?
12. Apa perbedaan Auditory – Intellectually - Repetition method dgn metode lain menurut ibu?
13. Apakah kesulitan yang ibu temui saat mengimplementasikan Auditory – Intellectually - Repetition method?
14. Adakah fasilitas yang belum tersedia dan seharusnya ada di listening activities yang menggunakan Auditory – Intellectually - Repetition method?
15. Bagaimana cara ibu untuk mengatasi masalah yang ada pada penerapan Auditory – Intellectually - Repetition method pada listening activities?

QUESTIONS OF INTERVIEW FOR STUDENTS

1. Kan sekarang pembelajaran di UKLINE, kamu sendiri lebih paham pas listening di kelas pakai laptop & speaker atau di UKLINE pakai video youtube? Lebih senang yg mana?
2. Terus gimana caramu biar paham isi videonya dek? Kamu liat videonya diulang-ulang?
3. Kalau ada yg masih kurang paham bisa tanya langsung ke bu guru gak? Biasanya tanya di UKLINE atau whatsapp?
4. Kamu biasanya diskusi sama teman nggak kalau mengerjakan tugas bahasa inggris? Mungkin lewat whatsapp / belajar kelompok di rumah temen?
5. Lebih paham pas dikerjakan sendiri atau diskusi kelompok?

RESULT OF THE INTERVIEW

Date : Wednesday, 16 September 2020

Interviewer : Galuh Pramaishela

Respondent : Setiati, S.Pd

Interviewer : Sejak kapan ibu mengajar bahasa inggris di SMP?

Respondent : Kalau di sini sudah dari 2003, tapi awal mengajar SMP dari 1994 mbak.

Interviewer : Metode apa yang biasa ibu terapkan di listening activities?

Respondent : Biasanya pakai audio visual, drilling sama fillin gap mbak.

Interviewer : Apakah kesulitan yang dihadapi ketika mengajar listening?

Respondent : Vocab anak-anak itu masih kurang ya mbak, terus ada juga yang pas SD belum ada pelajaran Bahasa inggris.

Interviewer : Apakah ibu sudah menerapkan Auditory – Intellectually - Repetition method pada listening activities?

Respondent : Sudah mbak.

Interviewer : Bisa ibu gambarkan bagaimana penerapannya di listening activities ketika di kelas?

Respondent : Kalau di kelas biasanya saya putarkan video pakai LCD dan speaker active. Kadang saya selingi video lagu gitu yang ada liriknya. Terus mereka listen and repeat. Lalu

untuk tugasnya biasanya melengkapi dialog yang kosong atau ada tugas lain di buku paket mereka.

Interviewer : Apakah Auditory – Intellectually - Repetition method cukup membantu ibu dalam menghidupkan suasana kelas? Apakah siswa bisa menjadi lebih mandiri & aktif?

Respondent : Sangat membantu ya mbak. Soalnya anak-anak itu lebih tertarik saat diputarkan audio atau video yang pakai native speaker. Anak-anak juga jadi aktif, apalagi kalau mendengarkan lagu dan ada liriknya seperti tadi. Mereka jadi semangat.

Interviewer : Bagaimana reaksi siswa ketika berada di kelas listening yang menggunakan Auditory – Intellectually - Repetition method?

Respondent : Anak-anak senang ya, dibanding reading gitu mereka lebih senang listening. Kalau diputarkan audio gitu mereka suka nagh lagi bu gitu. Mereka jadi fokus mendengarkan. Jadi pas diberi tugas mereka juga fokus.

Interviewer : Apakah siswa sudah terbiasa menggunakan Auditory – Intellectually - Repetition method di listening activities?

Respondent : Sudah mbak, saya seringnya pakai metode ini soalnya.

Interviewer : Disaat pandemi seperti ini apakah ibu masih bisa menerapkan Auditory – Intellectually - Repetition method? Kalau iya bisa beri sedikit gambaran

Respondent : Masih mbak. Waktu chapter 1 itu saya beri video di grup kelas. Terus ada tugasnya. Kalau ada yang bingung

biasanya anak-anak japri saya. Tanya gitu. Tapi saya jawabnya di grup whatsapp biar semua anak juga paham.

Interviewer : Untuk pemberian tugas di listening activities biasanya seperti apa?

Respondent : Pas belajar jarak jauh gini saya beri tugas individu, kalau di kelas kan bisa berkelompok, untuk sekarang tidak bisa. Jadi nanti anak-anak mengerjakan di kertas terus difoto dikirim ke grup. Kadang juga pakai google form, seperti PTS ini, tapi saya bikin hanya sekali mengerjakan karna kadang anak itu mengerjakan berkali-kali. Untuk materinya kurang lebih ya melengkapi dialog lagi.

Interviewer : Bagaimana kelebihan yang ibu rasakan dari penerapan Auditory – Intellectually - Repetition method ini?

Respondent : Guru jadi mudah ya mbak, soalnya tinggal diberi materi, anak-anak mencermati secara mandiri terus diberi tugas. Guru jadi tidak capek, anak-anak juga jadi aktif.

Interviewer : Apa perbedaan AIR method dengan metode lain menurut ibu?

Respondent : Pakai metode ini anak-anak senang karena mereka tertarik dengan audionya yang dari native speaker itu tadi. Mereka juga fokus mendengarkan materi kan kalau untuk menjawab teks rumpang itu anak-anak harus memperhatikan kata-katanya.

Interviewer : Apakah kesulitan yang ibu temui saat mengimplementasikan Auditory – Intellectually - Repetition method pada listening activities?

- Respondent : Saat pandemi begini saya kesulitan untuk mencari materi listening. Terus vocab anak yang masih kurang. Jadi saat mencermati materi mereka kadang nggak tau artinya. Terus kalau untuk pengumpulan tuganya kadang ada anak yang terlambat mengumpulkan.
- Interviewer : Adakah fasilitas yang belum tersedia dan seharusnya ada di listening activities yang menggunakan Auditory – Intellectually - Repetition method?
- Respondent : Kalau di kelas itu butuh speaker ya, kalau LCD alhamdulillah semua kelas sudah ada.
- Interviewer : Bagaimana cara ibu untuk mengatasi masalah yang ada pada penerapan Auditory – Intellectually - Repetition method pada listening activities?
- Respondent : Kalau materi biasanya saya cari di youtube terus saya download. Untuk masalah vocab, dulu saya wajibkan anak membawa kamus, tapi sekarang ini saya minta mereka download aplikasi kamusku, kan sekalian ada audionya jadi anak tau begini pengucapannya. Kalau pengumpulan tugas yang telat itu biasanya saya japri atau saya tanya di grup. Terus untuk speaker, dulu saya bawa sendiri mbak.

RESULT OF THE INTERVIEW

Date : Thursday, 17 September 2020

Interviewer : Galuh Pramaishela

Respondent : Nadia Rorokunti, S.Pd

Interviewer : Sejak kapan ibu mengajar bahasa inggris di SMP?

Respondent : Sudah 11 tahun ini mbak.

Interviewer : Metode apa yang biasa ibu terapkan di listening activities?

Respondent : Seperti guru pada umumnya ya, menerangkan, terus siswa diberi tugas mbak.

Interviewer : Apakah kesulitan yang dihadapi ketika mengajar listening?

Respondent : Susahnya di mengkondisikan anak-anak, mereka itu kalau di kelas susah konsentrasi

Interviewer : Apakah ibu sudah menerapkan Auditory – Intellectually - Repetition method pada listening activities?

Respondent : Sudah mbak.

Interviewer : Bisa ibu gambarkan bagaimana penerapannya di listening activities ketika di kelas?

Respondent : Guru masuk, greetings, terus review materi pertemuan kemarin. Terus lanjut ke materi baru, habis itu siswa saya suruh memberi feedback tentang materi hari itu,

penyampaian materinya juga diulang-ulang biar mereka paham. Terakhir diberi tugas.

Interviewer : Apakah Auditory – Intellectually - Repetition method cukup membantu ibu dalam menghidupkan suasana kelas? Apakah siswa bisa menjadi lebih mandiri & aktif?

Respondent : Sangat membantu mbak. Pas kita kasih feedback siswa diharuskan aktif, kalau untuk kemandirian siswa harus mandiri saat mengerjakan tugas.

Interviewer : Bagaimana reaksi siswa ketika berada di kelas listening yang menggunakan Auditory – Intellectually - Repetition method?

Respondent : Mereka responnya bagus, apalagi listening kan jarang ya, jadi mereka sangat tertarik, memperhatikan, ingin tau.

Interviewer : Apakah siswa sudah terbiasa menggunakan Auditory – Intellectually - Repetition method di listening activities?

Respondent : Sudah mbak.

Interviewer : Disaat pandemi seperti ini apakah ibu masih bisa menerapkan Auditory – Intellectually - Repetition method? Kalau iya bisa beri sedikit gambaran

Respondent : Bisa. Kalau materi saya kasih mereka video dan audio suara saya. Saya mengajar, saya rekam, mereka jadi lebih memperhatikan, lebih suka dan lebih paham kalau mendengar suara guru. Terus dikasih tugas seperti biasa.

Interviewer : Untuk pemberian tugas di listening activities biasanya seperti apa?

- Respondent : Selama pandemi ini saya share tugas lewat grup whatsapp kadang pakai google form, bisa pilihan ganda bisa juga isian singkat.
- Interviewer : Bagaimana kelebihan yang ibu rasakan dari penerapan Auditory – Intellectually - Repetition method ini?
- Respondent : Anak-anak lebih tertarik, lebih senang
- Interviewer : Apa perbedaan Auditory – Intellectually - Repetition method dengan metode lain menurut ibu?
- Respondent : Pakai metode lain anak-anak jenuh, kalau pakai ini anak-anak senang, karna mereka lebih ngerti, diberi kebebasan bertanya. Kalau metode ceramah kesempatan bertanya kurang
- Interviewer : Apakah kesulitan yang ibu temui saat mengimplementasikan AIR method pada listening activities?
- Respondent : Pas pandemi ini susah memantau anak-anak saat di grup, karna tidak semua anak itu aktif / muncul di grup
- Interviewer : Adakah fasilitas yang belum tersedia dan seharusnya ada di listening activities yang menggunakan Auditory – Intellectually - Repetition method?
- Respondent : Kalau fasilitas di sekolah yang kurang itu lab bahasanya, sudah tidak berfungsi. Kalau pandemi gini insyaAllah saya masih bisa memfasilitasi walaupun cuma dengan rekaman suara saya.

- Interviewer : Bagaimana cara ibu untuk mengatasi masalah yang ada pada penerapan Auditory – Intellectually - Repetition method pada listening activities?
- Respondent : Kalau untuk anak yang tidak aktif saya cari/ panggil di grup, kalau tidak ada respon juga saya japri satu-satu.

RESULT OF THE INTERVIEW

Date : Tuesday, 10 November 2020

Interviewer : Galuh Pramaishela

Respondent : Fatin Harviyani

Interviewer: Kan sekarang pembelajaran di UKLINE, kamu sendiri lebih paham pas listening di kelas pakai laptop & speaker atau di UKLINE pakai video youtube? Lebih senang yg mana?

Respondent: Lebih senang yang pakai video di UKLINE kak, karna ada gambarnya, kalau listening di kelas itu kadang tidak jelas suaranya.

Interviewer: Terus gimana caramu biar paham isi videonya dek? Kamu liat videonya diulang-ulang?

Respondent: Biasanya saya tonton video nya sambil mencatat yang penting-penting gitu kak

Interviewer: Kalau ada yg masih kurang paham bisa tanya langsung ke bu guru gak? Biasanya tanya di UKLINE atau whatsapp?

Respondent: Biasanya kalau tanya-tanya, sama Bu guru itu di grup wa kak

Interviewer: Kamu biasanya diskusi sama teman nggak kalau mengerjakan tugas bahasa inggris? Mungkin lewat whatsapp / belajar kelompok di rumah temen?

Respondent: Kadang-kadang kak. Kadang telponan kak, tapi juga kadang ke rumah temen

Interviewer: Lebih paham pas dikerjakan sendiri atau diskusi kelompok?

Respondent: Diskusi kelompok kak, karna kalo misal belum paham bisa tanya temen

RESULT OF THE INTERVIEW

Date : Wednesday, 11 November 2020

Interviewer : Galuh Pramaishela

Respondent : Noksa Wahyu Saputra

Interviewer: Kan sekarang pembelajaran di UKLINE, kamu sendiri lebih paham pas listening di kelas pakai laptop & speaker atau di UKLINE pakai video youtube? Lebih senang yg mana?

Respondent: Listening di kelas kak

Interviewer: Terus gimana caramu biar paham isi videonya dek? Kamu liat videonya diulang-ulang?

Respondent: Biasanya aku ulang-ulang sampai faham

Interviewer: Kalau ada yg masih kurang paham bisa tanya langsung ke bu guru gak? Biasanya tanya di UKLINE atau whatsapp?

Respondent: Tanya bu guru di whatsapp

Interviewer: Kamu biasanya diskusi sama teman nggak kalau mengerjakan tugas bahasa inggris? Mungkin lewat whatsapp / belajar kelompok di rumah temen?

Respondent: Saya sendiri, soalnya rumah teman saya jauh dan saya belajar dan menemani adik saya

Interviewer: Lebih paham pas dikerjakan sendiri atau diskusi kelompok?

Respondent: Diskusi kelompok

RESULT OF THE INTERVIEW

Date : Tuesday, 10 November 2020

Interviewer : Galuh Pramaishela

Respondent : Divani Bintang Nurhidayah

Interviewer: Kan sekarang pembelajaran di UKLINE, kamu sendiri lebih paham pas listening di kelas pakai laptop & speaker atau di UKLINE pakai video youtube? Lebih senang yg mana?

Respondent: Pas listening dikelas pakai laptop dan speaker

Interviewer: Terus gimana caramu biar paham isi videonya dek? Kamu liat videonya diulang-ulang?

Respondent: Videonya nggak diulang-ulang tapi kalau udah 10 detik dimatin trus dihafalin sampai hafal terus kalau udah hafal lanjut sampai selesai

Interviewer: Kalau ada yg masih kurang paham bisa tanya langsung ke bu guru gak? Biasanya tanya di UKLINE atau whatsapp?

Respondent: Kadang ya begitu kak. kalau nggak ada yang paham langsung tanya sama bu guru lewat whatsapp

Interviewer: Kamu biasanya diskusi sama teman nggak kalau mengerjakan tugas bahasa inggris? Mungkin lewat whatsapp / belajar kelompok di rumah temen?

Respondent: Nggak, aku berusaha sendiri untuk mendapat nilai terbaik.
Biasanya kalau gak tau atau susah tanya bu guru

Interviewer: Jadi lebih seneng dan paham pas mengerjakan sendiri ya dek?

Respondent: Iya, soalnya kalau sama temen gak bisa diajak kompromi

RESULT OF THE INTERVIEW

Date : Tuesday, 10 November 2020
Interviewer : Galuh Pramaishela
Respondent : Rendy Ardiansyah Rahmadani

Interviewer: Kan sekarang pembelajaran di UKLINE, kamu sendiri lebih paham pas listening di kelas pakai laptop & speaker atau di UKLINE pakai video youtube? Lebih senang yg mana?

Respondent: Video youtube di UKLINE kak biar bisa dipahami lebih

Interviewer: Terus gimana caramu biar paham isi videonya dek? Kamu liat videonya diulang-ulang?

Respondent: Iya kak biar tambah paham

Interviewer: Kalau ada yg masih kurang paham bisa tanya langsung ke bu guru gak? Biasanya tanya di UKLINE atau whatsapp?

Respondent: Gak mbak

Interviewer: Kamu biasanya diskusi sama teman nggak kalau mengerjakan tugas bahasa inggris? Mungkin lewat whatsapp / belajar kelompok di rumah temen?

Respondent: Jarang kak

Interviewer: Jadi lebih senang dan paham pas mengerjakan sendiri ya dek?

Respondent: Iya

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : SMP N 1 Jumantono.

Mata Pelajaran : Bahasa Inggris.

Kelas / Semester : VIII / Ganjil.

Materi Pokok : Obligation, Prohibition, and Suggestion.

Alokasi Waktu : 2 x 40 menit.

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat mengidentifikasi, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan meminta dan memberi informasi terkait keharusan, larangan, dan himbauan atau saran dengan struktur teks yang runtut dan unsur kebahasaan yang benar dan sesuai konteks.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
1) Salam pembuka di Whatsapp Grup. 2) Guru menyampaikan tujuan pembelajaran.
Inti
1) Guru meminta peserta didik untuk membuka UKLINE untuk mengetahui tujuan pembelajaran. 2) Guru memberikan materi pembelajaran yang telah dibagikan sebelumnya di UKLINE.

3) Guru membagikan video pembelajaran yang sudah disiapkan guru https://youtu.be/wAjjQRktmdQ 4) Peserta didik diminta untuk memahami materi mengenai ungkapan keharusan, larangan, dan himbauan atau saran dan responnya dari materi dan video yang sudah dibagikan di UKLINE. 5) Peserta didik diminta untuk memberikan respon pada kolom forum guru dan siswa untuk mendiskusikan materi yang telah disampaikan.
Penutup
1) Guru dan peserta didik membuat kesimpulan dari materi yang sudah dibahas. 2) Peserta didik diberikan tugas terkait dengan materi yang langsung dibagikan di UKLINE. 3) Guru menyampaikan materi yang akan dipelajari di pertemuan berikutnya. 4) Kegiatan pembelajaran ditutup dengan mengucapkan salam.

C. PENILAIAN

- | | |
|---------------------------|--------------------------------------------------------------------------|
| 1. Penilaian Sikap | : Observasi |
| 2. Penilaian Pengetahuan | : Penugasan |
| 3. Penilaian Keterampilan | : Membuat ungkapan Obligation, Prohibition, and Suggestion dan responnya |

Mengetahui,

Jumantono,

Kepala Sekolah

Guru Mata Pelajaran

Drs. Wardoyo, M.Pd

Setiati, S.Pd

NIP. 1964050819898031006

NIP. 197112242008012003

LEMBAR KERJA PESERTA DIDIK

Lembar penilaian sikap:

Observasi keaktifan siswa selama kegiatan pembelajaran secara online berlangsung.

Lembar penilaian Pengetahuan:

Make a suggestion or obligation based on the situation given!

1. Arina is having a stomachache.
2. Berto is going to ride a motorcycle on the road.
3. Some students don't put on their caps when having a flag ceremony.
4. People catch the thief at night.
5. The deadline of the school assignment is today at 8 a.m.

Read the dialogue and answer the questions!

Tono : What's going on with you, Tini?

Tini : I get a toothache. It really hurts me.

Tono : You should check it to the nearby dentist.

Tini : No, I'm afraid the dentist will pull out my tooth.

Tono : Trust me, everything will be okay. It hurts for a while. If you don't pull out your tooth, it will hurt you for longer time.

Tini : You're right. I'll try to see the dentist. Thanks for your suggestion, Tono.

Tono : You're welcome.

6. Who gets a toothache?
7. What does Tono suggest to Tini?
8. Does Tini agree with Tono's suggestion at first?

9. Is tini afraid to see the nearby dentist?

10. Why should Tini go to dentist soon?

Lembar penilaian Ketrampilan:

Membuat 3 ungkapan Obligation, Prohibition, and Suggestion dan responnya di UKLINE.

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : SMP N 1 Jumantono.

Mata Pelajaran : Bahasa Inggris.

Kelas / Semester : VIII / Ganjil.

Materi Pokok : Greeting Card.

Alokasi Waktu : 2 x 40 menit.

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari greeting card dan peserta didik dapat menuliskan dan mengucapkan struktur teks dan unsur kebahasaan tentang greeting card.

B. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
<ol style="list-style-type: none">1) Salam pembuka di Whatsapp Grup.2) Guru menyampaikan tujuan pembelajaran.
Inti
<ol style="list-style-type: none">1) Guru meminta peserta didik untuk membuka UKLINE untuk mengetahui tujuan pembelajaran.2) Guru memberikan materi pembelajaran yang telah dibagikan sebelumnya di UKLINE.3) Guru membagikan video pembelajaran yang sudah disiapkan guru

<https://youtu.be/ExVaFNmXF10>

- 4) Peserta didik diminta untuk memahami materi mengenai struktur teks dan unsur kebahasaan dari greeting card dari materi dan video yang sudah dibagikan di UKLINE.
- 5) Peserta didik diminta untuk memberikan respon pada kolom forum guru dan siswa untuk mendiskusikan materi yang telah disampaikan.

Penutup

- 5) Guru dan peserta didik membuat kesimpulan dari materi yang sudah dibahas.
- 6) Peserta didik diberikan tugas terkait dengan materi yang langsung dibagikan di UKLINE / Google Form.
- 7) Guru menyampaikan materi yang akan dipelajari di pertemuan berikutnya.
- 8) Kegiatan pembelajaran ditutup dengan mengucapkan salam.

C. PENILAIAN

1. Penilaian Sikap : Observasi
2. Penilaian Pengetahuan : Penugasan
3. Penilaian Keterampilan : Membuat greeting card

Mengetahui,

Kepala Sekolah

Jumantono,

Guru Mata Pelajaran

Drs. Wardoyo, M.Pd

Nadia Rorokunti, S.Pd

NIP. 1964050819898031006

LEMBAR KERJA PESERTA DIDIK

Lembar penilaian sikap:

Observasi keaktifan siswa selama kegiatan pembelajaran secara online berlangsung.

Lembar penilaian Pengetahuan:

To: Ruth.

I'd like to congratulate you on passing your exam. I do hope you are always successful.

Love Joshua.

1. Why does Joshua send the card? Because....

- A. He wants to tell Ruth about his exam
- B. He wants to congratulate Ruth
- C. His exam is difficult to do
- D. He wants to be successful

Dear Juliette,

All the hard workout has made, you have put, all the sacrifice you have made, has finally paid off. Congratulations on your success to be the winner of the Speech Contest for Junior High School Level 2010. We are proud of you.

Student Union Organizer.

2. Student Union Organization congratulates Juliette on ...

- A. Her sacrifice to be a junior high school student

- B. Her hard work to join the contest
- C. Her winning of the speech contest
- D. Her final goal to have a high level

Dear Anindya,

Wish you many happy returns of the day. May God bless you with health, wealth and prosperity in your life

HAPPY BIRTHDAY

Love Meita.

3. What does Meita do for Anindya's birthday?

- A. She wishes her many happy returns of the day
- B. She gives her prosperity
- C. She shares her health
- D. She returns her love

4. What is the purpose of this text?

- A. To give warm wishes on someone's birthday
- B. To congratulate someone on her success
- C. To announce someone's birthday
- D. To entertain the readers

To: Salsa

Finally, you did it. You have finished your study excellently and accepted by the best senior high school in your city. Your achievement proves that you're the best. Keep your good job!

Love, Nanda.

5. From the text we know that.

- A. Salsa is the best student in her city
- B. Nanda asks Salsa to enter her senior high school
- C. Salsa did not pass the examination
- D. Salsa will study in the best senior high school

6. Your achievement proves that you're the best. The underlined word means

- A. Development
- B. Assessment
- C. Success
- D. Process

CONGRATULATIONS!

Congratulations on your success in winning the speech contest this year. It was a very tough competition. We are so proud of you. We knew you would make it. We with you the best always.

Students of VIII E.

7. What is the purpose of the text above?

- A. To congratulate someone on his birthday
- B. To congratulate someone on his success
- C. To inform someone that he was the winner
- D. To describe someone's success in the contest

8. What do the students of VIII D say to complement their friend?

- A. It was a very tough competition
- B. Winning the speech contest this year
- C. We are so proud of you
- D. We wish you the best always

Dear willy,

Congratulations! Wishing you luck and success in all that You do. Your new job is something to celebrate. You are someone to congratulate.

From Cathy.

9. From the text we know that Willy is.

- A. Successful in finishing the job
- B. Lucky for choosing a good job
- C. Successful in having a new job
- D. Hardly to share the job

10. Your new job is something to celebrate? The underlined word is closest in meaning to...

- A. Tribute
- B. Rejoice
- C. Dedicate
- D. Publicize

Lembar penilaian Ketrampilan:

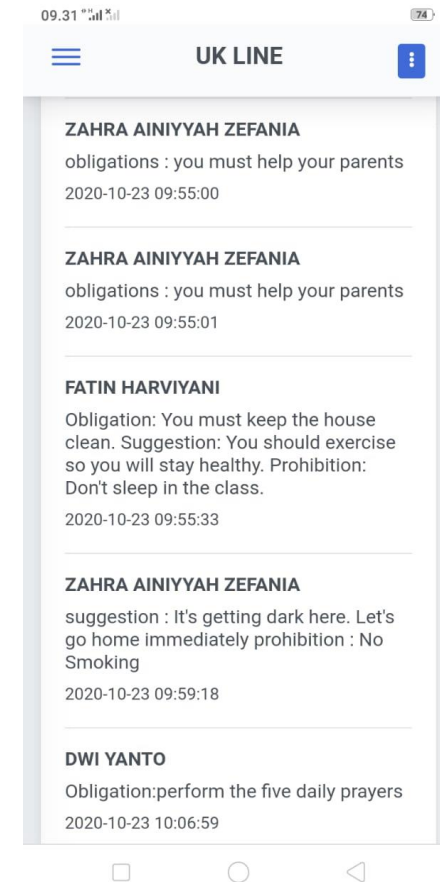
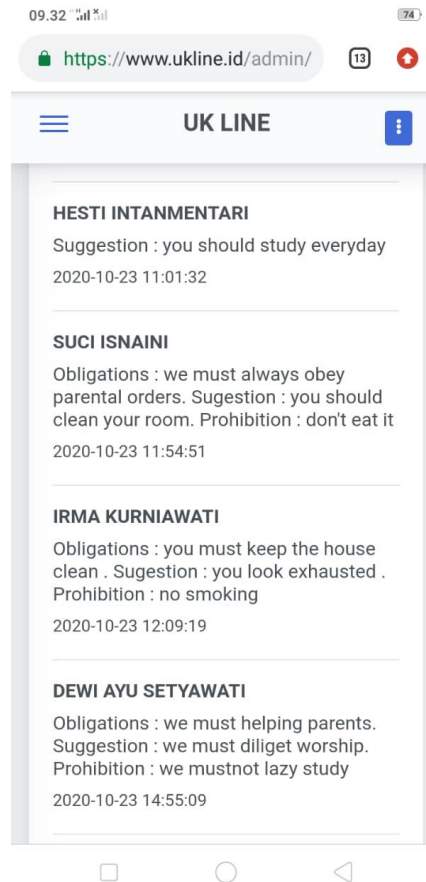
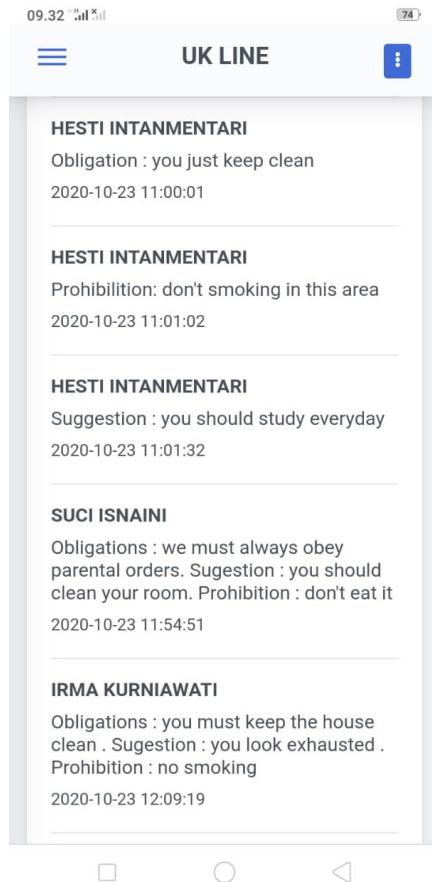
Membuat minimal 4 greeting card. Dikumpulkan saat jadwal masuk.

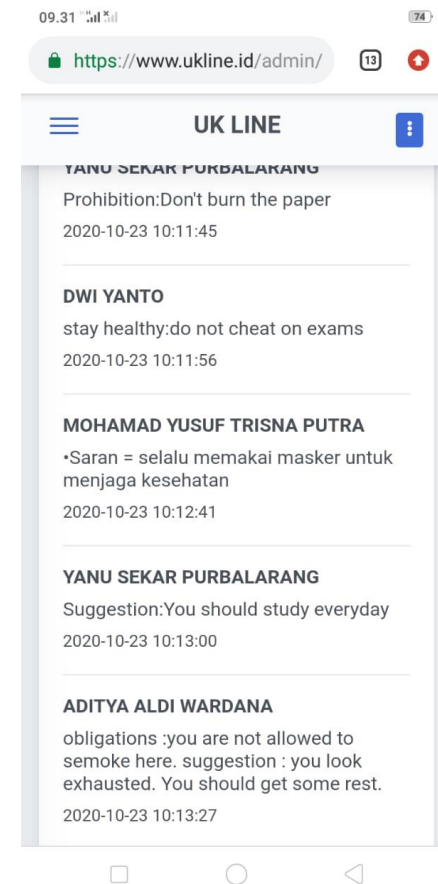
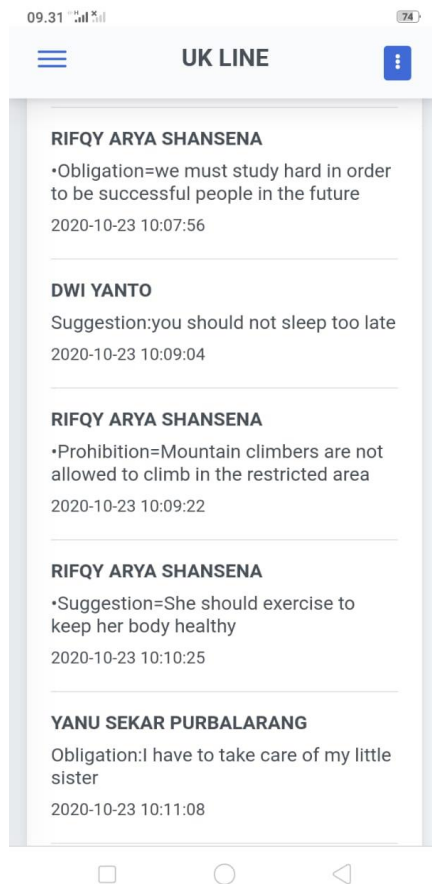
PICTURES OF PRE-OBSERVATION

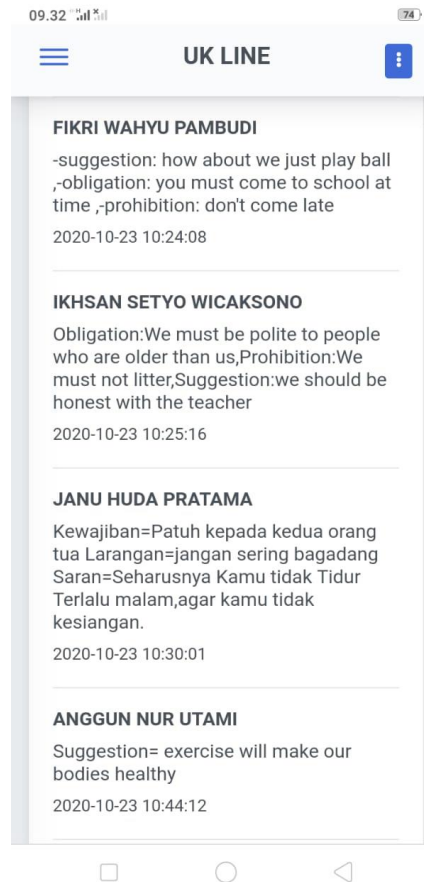




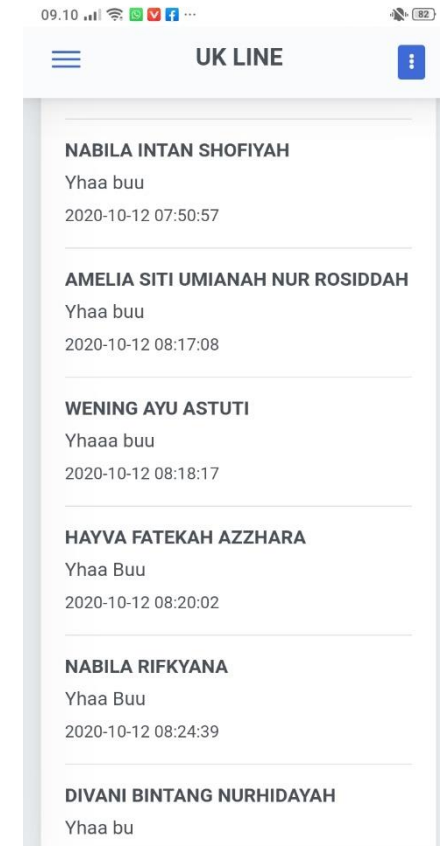
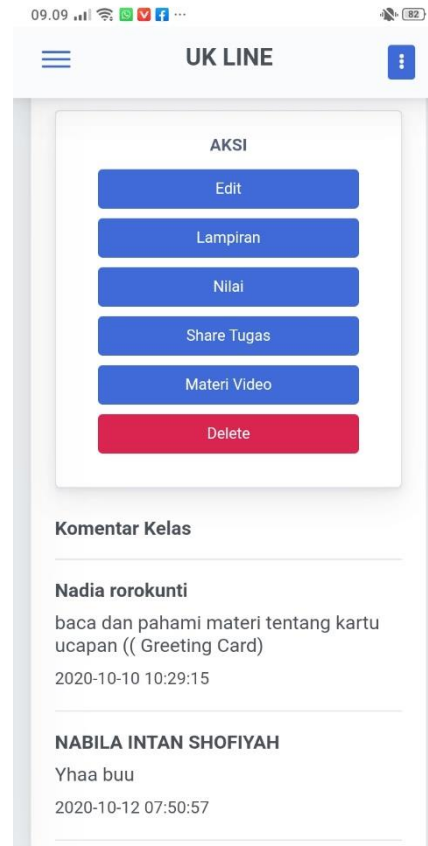
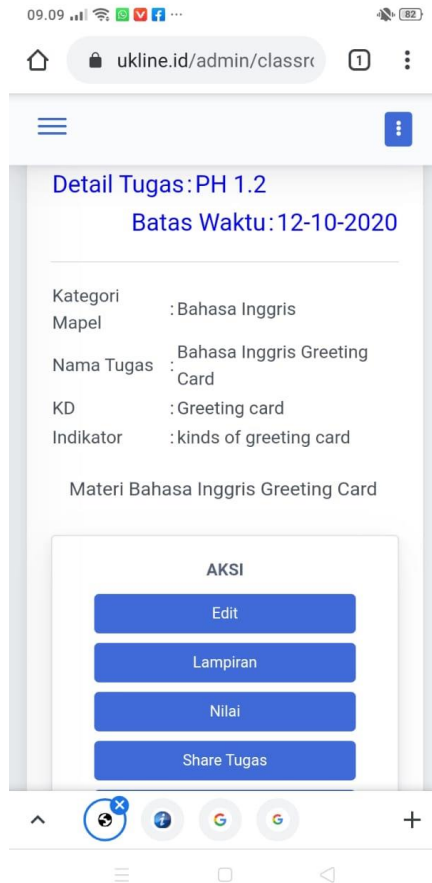
PICTURES OF OBSERVATION IN 8A

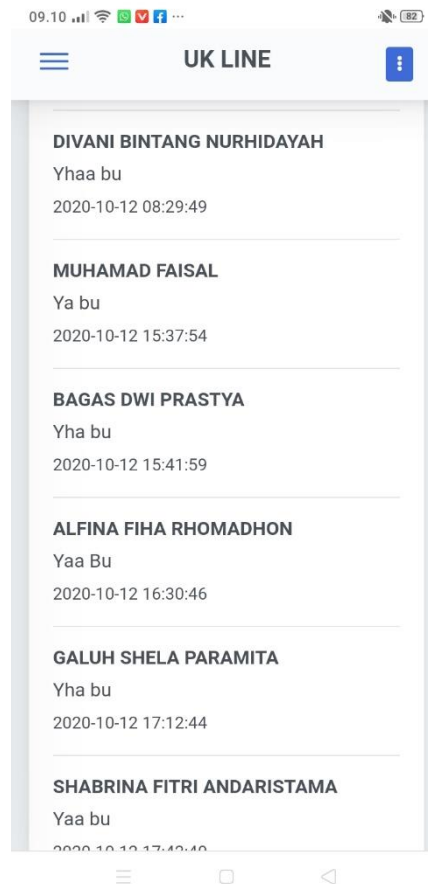






PICTURES OF OBSERVATION IN 8G





**QUESTIONNAIRE OF THE IMPLEMENTATION OF AUDITORY –
INTELLECTUALLY - REPETITION IN LISTENING ACTIVITIES IN
SMPN 1 JUMANTONO**

Nama Siswa :

No Absen :

Petunjuk:

1. Beri tanda (√) pada kolom yang sesuai dengan pendapatmu sendiri tanpa dipengaruhi oleh siapapun.
2. Pengisian tidak mempengaruhi nilai Bahasa Inggris sehingga kamu tidak perlu takut mengungkapkan pendapatmu yang sebenarnya.

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Metode Auditory – Intellectually - Repetition membuat pembelajaran listening lebih menarik dan mudah dipahami					
2.	Metode Auditory – Intellectually - Repetition membuat saya semangat dan					

	termotivasi untuk belajar Bahasa Inggris					
3.	Metode Auditory – Intellectually - Repetition membuat saya merasa senang saat pembelajaran listening					
4.	Metode Auditory – Intellectually - Repetition membuat saya bosan saat pembelajaran listening					
5.	Metode Auditory – Intellectually - Repetition membuat saya teliti dalam mendengarkan kata Bahasa Inggris					
6.	Metode Auditory – Intellectually - Repetition cocok diterapkan untuk pembelajaran listening					

7.	Saya merasakan suasana belajar yang aktif dalam pembelajaran listening saat menggunakan metode Auditory – Intellectually – Repetition					
8.	Guru memberikan kesempatan untuk saya bertukar pikiran / berdiskusi dengan teman					
9.	Saya merasakan ada perbedaan antara belajar dengan metode Auditory – Intellectually - Repetition dan belajar dengan metode lain					
10.	Metode Auditory – Intellectually - Repetition membuat saya merasa lebih fokus dalam menyimak dan mendengarkan saat					

	pembelajaran listening					
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QUESTIONNAIRE OF THE STUDENTS' PSYCHOLOGICAL ASPECTS IN LISTENING ACTIVITIES IN SMPN 1 JUMANTONO

Nama Siswa :

No Absen :

Petunjuk:

1. Isilah jawaban pada kolom yang sesuai dengan pendapatmu sendiri tanpa dipengaruhi oleh siapapun.
2. Pengisian tidak mempengaruhi nilai Bahasa Inggris sehingga kamu tidak perlu takut mengungkapkan pendapatmu yang sebenarnya.

No.	Statements
1.	Apa yang kamu rasakan saat belajar listening dengan metode Auditory - Intellectually - Repetition?
	Jawab:
2.	Apa yang memotivasimu dalam belajar listening?
	Jawab:
3.	Kenapa kita harus teliti dalam mendengarkan audio saat listening?
	Jawab:
4.	Apa yang membuatmu semangat saat belajar listening?
	Jawab:
5.	Saya semangat belajar listening agar nilai saya bagus
	<div>Ya</div> <div>Tidak</div>

6.	Saya senang belajar listening dengan Auditory - Intellectually - Repetition agar bisa menyelesaikan tugas secara mandiri	
	Ya	Tidak
7.	Saya fokus mendengarkan audio agar kosa kata bahasa Inggris saya bertambah	
	Ya	Tidak
8.	Saya tidak bosan saat listening karena saya suka bahasa Inggris	
	Ya	Tidak
9.	Saya semangat belajar listening agar tidak remidi	
	Ya	Tidak
10.	Metode Auditory - Intellectually - Repetition cocok diterapkan di listening karena...	
	Jawab:	

**THE RESULTS OF QUESTIONNAIRE STUDENTS' PERCEPTION OF
THE IMPLEMENTATION OF AUDITORY – INTELLECTUALLY -
REPETITION IN LISTENING ACTIVITIES IN SMPN 1 JUMANTONO**

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Metode Auditory – Intellectually - Repetition membuat pembelajaran listening lebih menarik dan mudah dipahami	0	1	16	32	15
		0%	1,6%	25,0%	50,0%	23,4%
2.	Metode Auditory – Intellectually - Repetition membuat saya semangat dan termotivasi untuk belajar Bahasa Inggris	1	2	22	24	15
		1,6%	3,1%	34,4%	37,5%	23,4%
3.	Metode Auditory – Intellectually - Repetition membuat saya merasa senang saat pembelajaran listening	0	4	17	32	11
		0%	6,3%	26,6%	50,0%	17,2%

4.	Metode Auditory – Intellectually - Repetition membuat saya bosan saat pembelajaran listening	4	28	23	7	2
		6,3%	43,8%	35,9%	10,9%	3,1%
5.	Metode Auditory – Intellectually - Repetition membuat saya teliti dalam mendengarkan kata Bahasa Inggris	1	3	20	28	12
		1,6%	4,7%	31,3%	43,8%	18,8%
6.	Metode Auditory – Intellectually - Repetition cocok diterapkan untuk pembelajaran listening	0	1	18	37	8
		0%	1,6%	28,1%	57,8%	12,5%
7.	Saya merasakan suasana belajar yang aktif dalam pembelajaran listening saat menggunakan metode Auditory – Intellectually - Repetition	0	9	19	28	8
		0%	14,1%	29,7%	43,8%	12,5%

8.	Guru memberikan kesempatan untuk saya bertukar pikiran / berdiskusi dengan teman	1	3	10	26	24
		1,6%	4,7%	15,6%	40,6%	37,5%
9.	Saya merasakan ada perbedaan antara belajar dengan metode Auditory – Intellectually - Repetition dan belajar dengan metode lain	1	2	29	24	8
		1,6%	3,1%	45,3%	37,5%	12,5%
10.	Metode Auditory – Intellectually - Repetition membuat saya merasa lebih fokus dalam menyimak dan mendengarkan saat pembelajaran listening	1	2	19	27	15
		1,6%	3,1%	29,7%	42,2%	23,4%

**THE TABULATION DATA OF QUESTIONNAIRE STUDENT'S PERCEPTION OF THE IMPLEMENTATION OF
AUDITORY – INTELLECTUALLY - REPETITION IN LISTENING ACTIVITIES IN SMPN 1 JUMANTONO**

No	Nama Lengkap	Kelas	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
1	Aditya Aldi Wardana	8A	Netral	Sangat Setuju Tidak	Tidak Setuju	Sangat Setuju	Sangat Setuju Tidak
2	Aldo Vebrian Rahmadani	8A	Setuju	Sangat Setuju	Setuju	Netral	Sangat Setuju
3	Anggun Nur Utami	8A	Netral	Setuju	Netral	Tidak Setuju	Netral
4	Bagas Dwi S	8A	Netral	Setuju	Netral	Netral	Setuju
5	Danu Huda Mustaqimm	8A	Setuju	Netral	Sangat Setuju	Tidak Setuju	Setuju
6	Dendy Nur Ikhsan	8A	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju Tidak	Sangat Setuju
7	Dewi Ayu Setyawati	8A	Setuju	Tidak Setuju	Setuju	Tidak Setuju	Netral

8	Dwi Yanto	8A	Setuju	Netral	Setuju	Tidak Setuju	Setuju
9	Endah Desy Permatasari	8A	Netral	Netral	Netral	Netral	Netral
10	Fatin Harviyani	8A	Sangat Setuju	Netral	Setuju	Tidak Setuju	Setuju
11	Fika Dwi Nur Baiti	8A	Sangat Setuju	Netral	Setuju	Tidak Setuju	Setuju
12	Fikri Wahyu Pambudi	8A	Setuju	Netral	Setuju	Tidak Setuju	Netral
13	HASAN IKHWANI	8A	Setuju	Sangat Setuju	Netral	Sangat Setuju	Tidak Setuju
14	Herru Tyo Dyka Pratama	8A	Netral	Setuju	Netral	Tidak Setuju	Sangat Setuju
15	Hesti Intanmentari	8A	Setuju	Netral	Setuju	Tidak Setuju	Setuju
16	Ikhsan Setyo Wicaksono	8A	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
17	Irma Kurniawati	8A	Sangat Setuju	Setuju	Sangat Setuju	Tidak Setuju	Sangat Setuju

18	Izza Iksania Ainun Fadilah	8A	Sangat Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Tidak	Sangat Setuju
19	Janu Huda Pratama	8A	Setuju	Setuju	Setuju	Netral		Netral
20	Joycelin Khahyang Putri	8A	Setuju	Sangat Setuju	Setuju	Tidak Setuju		Setuju
21	Khoirotun Hisan Fahma	8A	Netral	Setuju	Setuju	Netral		Setuju
22	Mohamad Yusuf Trisna Putra	8A	Setuju	Setuju	Setuju	Tidak Setuju		Setuju
23	Noksa Wahyu Saputra	8A	Sangat Setuju	Netral	Sangat Setuju	Tidak Setuju		Netral
24	Reno Galih Saputra	8A	Sangat Setuju	Netral	Setuju	Netral		Netral
25	Rifqy Arya Shansena	8A	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Tidak	Sangat Setuju

26	Rofik Ilham Maulana	8A	Sangat Setuju	Sangat Setuju	Tidak Setuju	Netral	Sangat Setuju
27	Septina Rochayati	8A	Sangat Setuju	Sangat Setuju	Netral	Setuju	Setuju
28	Septina Rochmadani	8A	Sangat Setuju	Sangat Setuju	Netral	Setuju	Setuju
29	Suci Isnaini	8A	Setuju	Setuju	Setuju	Netral	Netral
30	Suxas Radite	8A	Sangat Setuju	Netral	Sangat Setuju	Tidak Setuju	Sangat Setuju
31	Yanu Sekar Purbalarang	8A	Netral	Setuju	Setuju	Tidak Setuju	Netral
32	Zahra Ainiyyah Zefania	8A	Netral	Setuju	Setuju	Netral	Setuju

No	Nama Lengkap	Kelas	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10
1	Aditya Aldi Wardana	8A	Setuju	Setuju	Sangat Setuju	Netral	Sangat tidak setuju
2	Aldo Vebrian Rahmadani	8A	Setuju	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju
3	Anggun Nur Utami	8A	Setuju	Netral	Sangat Setuju	Setuju	Netral
4	Bagas Dwi S	8A	Setuju	Tidak Setuju	Sangat Setuju	Setuju	Netral
5	Danu Huda Mustaqimm	8A	Setuju	Netral	Tidak Setuju	Setuju	Setuju
6	Dendy Nur Ikhsan	8A	Setuju	Sangat Setuju	Sangat Setuju	Setuju	Sangat Setuju
7	Dewi Ayu Setyawati	8A	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju
8	Dwi Yanto	8A	Netral	Setuju	Setuju	Netral	Setuju
9	Endah Desy Permatasari	8A	Netral	Netral	Netral	Netral	Netral
10	Fatin Harviyani	8A	Sangat Setuju	Sangat Setuju	Sangat Setuju	Netral	Sangat Setuju
11	Fika Dwi Nur Baiti	8A	Sangat Setuju	Netral	Sangat Setuju	Netral	Sangat Setuju

12	Fikri Wahyu Pambudi	8A	Netral	Setuju	Netral	Setuju	Netral
13	Hasan Ikhwani	8A	Netral	Sangat Setuju	Netral	Setuju	Setuju
14	Herru Tyo Dyka Pratama	8A	Setuju	Setuju	Setuju	Setuju	Setuju
15	Hesti Intanmentari	8A	Netral	Setuju	Setuju	Setuju	Setuju
16	Ikhsan Setyo Wicaksono	8A	Setuju	Setuju	Setuju	Setuju	Setuju
17	Irma Kurniawati	8A	Sangat Setuju	Netral	Sangat Setuju	Netral	Sangat Setuju
18	Izza Iksania Ainun Fadilah	8A	Sangat Setuju	Sangat Setuju	Sangat Setuju	Setuju	Sangat Setuju
19	Janu Huda Pratama	8A	Setuju	Netral	Netral	Netral	Setuju
20	Joycelin Khahyang Putri	8A	Setuju	Setuju	Setuju	Netral	Setuju
21	Khoirotun Hisan Fahma	8A	Setuju	Setuju	Setuju	Netral	Setuju
22	Mohamad Yusuf Trisna Putra	8A	Setuju	Netral	Setuju	Tidak Setuju	Sangat Setuju
23	Noksa Wahyu Saputra	8A	Netral	Setuju	Sangat Setuju	Sangat Setuju	Netral

24	Reno Galih Saputra	8A	Setuju	Tidak Setuju	Sangat Setuju	Netral	Netral
25	Rifqy Arya Shansena	8A	Sangat Setuju	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju
26	Rofik Ilham Maulana	8A	Setuju	Sangat Setuju	Sangat Setuju	Netral	Sangat Setuju
27	Septina Rochayati	8A	Setuju	Netral	Setuju	Netral	Setuju
28	Septina Rochmadani	8A	Setuju	Netral	Setuju	Netral	Setuju
29	Suci Isnaini	8A	Setuju	Setuju	Setuju	Sangat Setuju	Netral
30	Suxas Radite	8A	Setuju	Sangat Setuju	Sangat Setuju	Netral	Netral
31	Yanu Sekar Purbalarang	8A	Netral	Setuju	Sangat Setuju	Setuju	Netral
32	Zahra Ainiyyah Zefania	8A	Netral	Setuju	Setuju	Netral	Setuju

No	Nama Lengkap	Kelas	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
1	Akbar Nur Hidayat	8G	Netral	Netral	Netral	Netral	Netral
2	Alfina Fiha Rhomadhon	8G	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
3	Amarta Bhekti Setyoningrum	8G	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
4	Amelia Siti Umianah Nur Rosiddah	8G	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
5	Andika Febriyan Ariyanto	8G	Setuju	Setuju	Netral	Setuju	Tidak Setuju
6	Anthea Kayla Zahra	8G	Setuju	Setuju	Sangat Setuju	Netral	Sangat Setuju
7	Bagas Dwi P	8G	Sangat Setuju	Netral	Setuju	Netral	Netral
8	David Wahyu Nur G	8G	Netral	Netral	Netral	Netral	Netral
9	Dina Winarni	8G	Setuju	Sangat Setuju	Netral	Tidak Setuju	Setuju
10	Divani Bintang Nurhidayah	8G	Sangat Setuju	Sangat Setuju	Netral	Setuju	Setuju

11	Dzaki Mi'roj Aminuddin	8G	Netral	Tidak Setuju	Netral	Netral	Setuju
12	Farel Eka Saputra	8G	Netral	Netral	Setuju	Netral	Netral
13	Fatimah Nur Marlina	8G	Setuju	Netral	Netral	Tidak Setuju	Netral
14	Feriska Sindi Nurcahyani	8G	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
15	Galuh Shela Paramita	8G	Setuju	Sangat Setuju	Setuju	Netral	Setuju
16	Hayva Fatekah Azzahra	8G	Netral	Netral	Tidak Setuju	Setuju	Netral
17	Hega Lexandra Aurendra	8G	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
18	Nur Amissya Amira	8G	Setuju	Netral	Setuju	Netral	Netral
19	Muhamad Faisal	8G	Sangat Tidak Setuju	Sangat Setuju	Tidak Setuju	Setuju	Tidak Setuju
20	Muhammad Rifai	8G	Setuju	Setuju	Sangat Setuju	Tidak Setuju	Sangat Setuju
21	Nabila Intan Shofiyah	8G	Sangat Tidak Setuju	Sangat Setuju	Setuju	Tidak Setuju	Sangat Setuju

22	Nabila Rifkyana	8G	Setuju	Setuju	Netral	Netral	Setuju
23	Raihan Laksamana Aji P	8G	Setuju	Netral	Sangat Setuju	Tidak Setuju	Setuju
24	Reha Ayu Wulansari	8G	Netral	Setuju	Netral	Netral	Setuju
25	Rendy Ardiansyah Rahmadani	8G	Setuju	Sangat Setuju	Setuju	Netral	Sangat Setuju
26	Sabbiyu Elga Utama	8G	Sangat Setuju	Netral	Setuju	Netral	Netral
27	Shabrina Fitri Andaristama	8G	Tidak Setuju	Netral	Setuju	Sangat Tidak Setuju	Setuju
28	Tegar Bagus Juliyanto	8G	Netral	Netral	Netral	Netral	Netral
29	Titania Adisty Febriana	8G	Netral	Setuju	Setuju	Netral	Netral
30	Wahyu Langgeng Sejati	8G	Setuju	Setuju	Netral	Setuju	Netral
31	Wening Ayu Astuti	8G	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
32	Yunita Setya Ningsih	8G	Setuju	Netral	Sangat Setuju	Tidak Setuju	Setuju

No	Nama Lengkap	Kelas	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10
1	Akbar Nur Hidayat	8G	Netral	Netral	Netral	Netral	Netral
2	Alfina Fiha Rhomadhon	8G	Setuju	Setuju	Setuju	Setuju	Setuju
3	Amarta Bhekti Setyoningrum	8G	Sangat Setuju	Setuju	Sangat Setuju	Setuju	Setuju
4	Amelia Siti Umianah Nur Rosiddah	8G	Setuju	Setuju	Setuju	Setuju	Setuju
5	Andika Febriyan Ariyanto	8G	Netral	Tidak Setuju	Sangat Tidak Setuju	Netral	Netral
6	Anthea Kayla Zahra	8G	Tidak Setuju	Netral	Sangat Setuju	Netral	Setuju
7	Bagas Dwi P	8G	Setuju	Tidak Setuju	Sangat Setuju	Netral	Netral

8	David Wahyu Nur G	8G	Netral	Netral	Netral	Netral	Netral
9	Dina Winarni	8G	Netral	Setuju	Sangat Setuju	Netral	Setuju
10	Divani Bintang Nurhidayah	8G	Setuju	Netral	Setuju	Netral	Setuju
11	Dzaki Mi'roj Aminuddin	8G	Netral	Tidak Setuju	Netral	Setuju	Setuju
12	Farel Eka Saputra	8G	Setuju	Netral	Setuju	Netral	Netral
13	Fatimah Nur Marlina	8G	Setuju	Setuju	Netral	Setuju	Tidak Setuju
14	Feriska Sindi Nurcahyani	8G	Setuju	Setuju	Setuju	Setuju	Setuju
15	Galuh Shela Paramita	8G	Netral	Setuju	Setuju	Sangat Setuju	Sangat Setuju
16	Hayva Fatekah Azzahra	8G	Setuju	Setuju	Setuju	Sangat Setuju	Setuju
17	Hega Lexandra Aurendra	8G	Setuju	Netral	Setuju	Tidak Setuju	Sangat Setuju

18	Nur Amissya Amira	8G	Setuju	Setuju	Sangat Setuju	Netral	Setuju
19	Muhamad Faisal	8G	Sangat Setuju	Setuju	Netral	Sangat Setuju	Tidak Setuju
20	Muhammad Rifai	8G	Setuju	Setuju	Setuju	Setuju	Setuju
21	Nabila Intan Shofiyah	8G	Sangat Setuju	Sangat Setuju	Setuju	Netral	Sangat Setuju
22	Nabila Rifkyana	8G	Netral	Setuju	Setuju	Netral	Netral
23	Raihan Laksamana Aji P	8G	Setuju	Netral	Tidak Setuju	Setuju	Setuju
24	Reha Ayu Wulansari	8G	Setuju	Tidak Setuju	Sangat Setuju	Setuju	Netral
25	Rendy Ardiansyah Rahmadani	8G	Setuju	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju
26	Sabbiyu Elga Utama	8G	Setuju	Tidak Setuju	Sangat Setuju	Netral	Netral

27	Shabrina Fitri Andaristama	8G	Netral	Tidak Setuju	Setuju	Setuju	Setuju
28	Tegar Bagus Juliyanto	8G	Netral	Netral	Netral	Netral	Netral
29	Titania Adisty Febriana	8G	Setuju	Tidak Setuju	Setuju	Netral	Tidak Setuju
30	Wahyu Langgeng Sejati	8G	Netral	Netral	Setuju	Setuju	Netral
31	Wening Ayu Astuti	8G	Setuju	Setuju	Setuju	Setuju	Setuju
32	Yunita Setya Ningsih	8G	Setuju	Netral	Tidak Setuju	Setuju	Setuju

**THE TABULATION DATA OF QUESTIONNAIRE OF THE STUDENTS' PSYCHOLOGICAL ASPECTS IN
LISTENING ACTIVITIES IN SMPN 1 JUMANTONO**

Nama	Statements 1	Statements 2	Statements 3	Statements 4	Statements 5
Aditya Aldi Wardana	Mudah agak sulit	Untuk mendapatkan nilai yng bagus	Karena berpengaruh pada nilai dan materi dalam belajar	berusaha untuk mendapat rangking dan mendapat materi belajar	Ya
Bagas Dwi Saputro	Senang	Semangat	Karena agar kita paham dan kalau ada yang salah kita bis betulkan	Saat orang tuaku yang memberi semangat kepadaku	Ya
Danu Huda Mustaqimm	Senang	Tidak ada	Supaya jelas	Tidak ada	Ya
Dendy Nur Ikhsan	Senang	Suara jelas	Agar tak ketinggalan materi	Suara jelas	Ya

Dewi Ayu Setyawati	mudah paham	karena ada yang menerangkan materi	takut salah saat mengerjakan tugas	karena mudah dipahami	Ya
Dwi Yanto	Senang karena belajar dengan sesuatu yang baru,dan menarik buat saya	Karena saya Seneng untuk membaca dan menulis	Agar tidak terjadi kesalahpahaman dalam mendengarkan audio saat listening	Karena metode belajar yang baru dan tidak membosankan	Tidak
Endah Desy Permatasari	Asik, menyenangkan	Guru, handphone,orang²sekitar	Agar faham	Menjadi lebih pandai	Ya
Fatin Harviyani	Senang	Karna ada teman	Agar dapat menjawab soal dan untuk menambah kosakata bahasa inggris	Agar mendapat nilai bagus	Ya
Fika Dwi Nur Baiti	Senang	Teman	Agar dapat menjawab soal dan untuk menambah kosa kata bahasa Inggris	Karena agar mendapat nilai bagus	Ya
Fikri Wahyu Pambudi	Materi menjadi mudah dipahami	Ingin pintar dalam pelajaran bahasa inggris dan bahasa lain dan bisa	Agar tidak salah salah ketika ditanya guru/agar paham jika ditanya guru nanti	Mudah dipahami materi yang disampaikan	Ya

		memahami bahasa lain dengan mudah			
Hesti Intanmentari	Merasa senang , dan lebih mudah dalam memahami materi yang diberikan .	Lebih menyenangkan dan dapat lebih mudah memahami materi	Agar kita dapat memahami materi yang diberikan.	Yang membuat saya semangat belajar listening adalah agar nilai saya bagus tidak remidi dan dapat menyelesaikan	Ya
Ikhsan Setyo Wicaksono	Terbantu saat belajar dan memahami materi tersebut	Karena mudah difahami	Agar kita tidak tertinggal materi yang kita dengarkan	Karena materi yang kita dengarkan mudah difahami dan menjadikan kita semangat terus untuk belajar listening	Tidak
Irma Kurniawati	Lebih memahami	Karena saya menyukai lagu , jika belajar dengan listening lebih menyenangkan dan bisa diulang-ulang	Agar tidak salah kosa kata bahasa inggris	Karena bisa diulang-ulang , dan pelajaran yang disampaikan pembelajaran dalam listening bisa masuk dalam pikir	Ya

Izza Iksania Ainun Fadilah	Saya merasa senang dan bersemangat karena dengan metode tersebut dapat memudahkan untuk memahami ma	Karena dapat dengan mudah kita mempelajari dan memahami materi yang diberikan:')	Karena metode tersebut bertujuan untuk melatih indera pendengaran yg harus didengarkan dengan teliti agar pa	Karena dapat melatih indera pendengaran agar lebih baik dan benar selain itu melatih kita agar selalu fokus sebab	Ya
Janu Huda Pratama	senang	Agar bisa bahasa inggris	Karena supaya tidak salah saat menjawab pertanyaan dari guru	Karena mendapatkan ilmu	Ya
Joycelin Khahyang Putri	Saya merasa senang	Lebih menyenangkan dan dapat lebih mudah memahami materi	Agar dapat dengan mudah kita mempelajari dan memahami materi yang diberikan	Yang membuat saya semangat belajar listening adalah agar nilai saya bagus tidak remidi dan dapat menyelesaikan	Ya
Rifqy Arya Shansena	Perasaan saya senang karena dapat mendengar kan materi yang	Saya termotivasi untuk mendapatkan nilai yang bagus dan menjadi juara kelas	Karena agar lebih mudah memahami materi yang diberikan oleh guru,dan dapat	Saya bersemangat agar dapat memahami materi yang diberikan yang	Ya

	diberikan dan juga akan diberi tugas dari materi y		mengerjakan soal yang diberikan	membuat ilmu saya bertambah dan dapat d	
Septina Rochayati	Lumayan senang	Karena saat listening kita tidak hanya mendengarkan tapi juga menyimak apa yang diucapkan	Agar kita bisa menulis dengan benar apa yang diucapkan	Karena hanya perlu menyimak dan mendengarkan	Ya
Septina Rochmadani	Menyenangkan	Cuma mendengarkan dan menyimaknya	Karena saat listening harus menyimaknya kembali dan di pelajari	Hanya mendengarkan suara dan harus menyimaknya	Ya
Suci Isnaini	Senang	Mendapat nilai yang bagus dan memuaskan	Supaya kita tidak tertinggal kosakata b.inggris yang lain	Mudah dipahami dan tidak membuat saya bosan	Ya
Yanu Sekar Purbalarang	Seru	Lebih mudah	Agar tidak keliru	Seru	Ya
Zahra Ainiyyah Zefania	suka	lebih jelas cara membacanya	agar kosa kata tidak salah	lebih kosentrasi	Tidak

Nama	Statements 6	Statements 7	Statements 8	Statements 9	Statements 10
Aditya Aldi Wardana	Ya	Tidak	Tidak	Ya	Karena mudah dan gampang di pagami
Bagas Dwi Saputro	Ya	Ya	Ya	Ya	Dapat di pahami dan lancar
Danu Huda Mustaqimm	Ya	Ya	Tidak	Ya	Mudah difahami
Dendy Nur Ikhsan	Ya	Ya	Ya	Ya	Sudah lengkap cara mengajarnya
Dewi Ayu Setyawati	Ya	Ya	Tidak	Ya	mudah dipahami
Dwi Yanto	Ya	Ya	Ya	Ya	Karena lebih mudah memahami nya,dari pada belajar menggunakan gambar
Endah Desy Permatasari	Ya	Ya	Tidak	Ya	Cocok/tepat
Fatin Harviyani	Ya	Ya	Tidak	Ya	Menyenangkan dan mudah dipahami
Fika Dwi Nur Baiti	Ya	Ya	Tidak	Ya	Menyenangkan dan mudah dipahami
Fikri Wahyu Pambudi	Ya	Ya	Ya	Ya	Karena agar murid mudah memahami materi
Hesti Intanmentari	Ya	Ya	Ya	Tidak	Membuat siswa siswi lebih mudah untuk memahami materi pembelajaran

Ikhsan Setyo Wicaksono	Ya	Ya	Ya	Ya	Karena membantu para siswa untuk belajar
Irma Kurniawati	Ya	Ya	Ya	Ya	Lebih mengerti dalam kosa kata bahasa inggris
Izza Iksania Ainun Fadilah	Ya	Ya	Ya	Ya	Dapat memudahkan dalam memahami kosa kata yang sulit.
Janu Huda Pratama	Ya	Ya	Ya	Ya	Mudah di pahami
Joycelin Khahyang Putri	Ya	Ya	Ya	Ya	Membuat siswa siswi lebih mudah untuk memahami materi pembelajaran
Rifqy Arya Shansena	Ya	Ya	Ya	Ya	Dapat melatih fokus pesertanya didik untuk mendengarkan materi yang diberikan
Septina Rochayati	Tidak	Ya	Tidak	Ya	Kita tidak perlu repot membuka buku paket dan kita hanya perlu mendengarkan dan menyimak
Septina Rochmadani	Ya	Ya	Ya	Ya	Karena saat listening tidak perlu membuka buku paket dan hanya mendengarkan dan menyimaknya saja
Suci Isnaini	Ya	Ya	Ya	Ya	Karena tidak membuat bosan

Yanu Sekar Purbalarang	Ya	Ya	Tidak	Ya	Agar lebih jelas
Zahra Ainiyyah Zefania	Tidak	Ya	Tidak	Tidak	mempermudah pelajaran

Nama	Statements 1	Statements 2	Statements 3	Statements 4	Statements 5
Alfina Fiha Rhomadhon	lebih cepat memahami melalui auditory, belajar dengan berfikir untuk menyelesaikan masalah melalui Intellectual	meningkatkan keterampilan berfikir, berbicara siswa dalam pembelajaran bahasa Inggris	agar tidak ketinggalan dalam belajar, jadi harus teliti	karena lebih cepat memahami melalui listening (mendengarkan)	Ya
Amelia Siti Umianah Nur Rosiddah	Lebih cepat memahami melalui auditory, belajar dengan berfikir untuk menyelesaikan masalah melalui intellectua	Karena pembelajaran yang menyenangkan dan tidak mudah bosan	Agar tidak ketinggalan dalam belajar jadi harus teliti	Karena lebih cepat memahami melalui listening (mendengarkan)	Ya
Andika Febriyan Ariyanto	Lebih mudah dan simpel	Saya bermotivasi dalam megirim soal lewat wa atau grub	Karena kalau tidak teliti bisa salah mendengar	Soal simpel mudah"	Ya
Anthea Kayla Zahra	Sangat senang	Supaya kita bisa menuntut ilmu dalam belajar listering	Supaya kosakata yang dipelajari kita benar	Agar kami semangat belajar	Ya

Bagas Dwi Prastya	Senang	Ingin belajar listening	Biar bisa paham	Bisa paham	Ya
Farel Eka Saputra	Mudah memahaminya	Belajar dengan sungguh sungguh	Agar bisa	Karena pembahasannya yang jelas	Ya
Fatimah Nur Marlina	Senang	Belajar bersama teman, memilih tempat yang nyaman untuk belajar	agar kita tau apa yang dimaksud pembaca tersebut	Karena belajar bersama teman	Ya
Fatimah Nur Marlina	Senang	Belajar bersama teman, memilih tempat yang nyaman untuk belajar	Agar kita tau apa yang dimaksud pembaca	Karena, belajar bersama teman	Ya
Feriska Sindi Nurcahyani	Senang dan semangat saat belajar listening	Lebih menyenangkan dan dapat lebih mudah memahami materi	Agar kosa kata Bahasa inggris saya bertambah	Yang membuat saya semangat belajar listening adalah agar nilai saya bagus tidak remidi dan dapat menyelesaikan	Ya
Galuh Shela Paramita	Lumayan senang	Supaya lebih bisa berbahasa inggris	Supaya lebih paham	Bertambah bahasa inggris	Ya

Hayva Fatekah Azzahra	Kuarng paham saat menggunakan metode tersebut	Agar bisa mengikuti pembelajaran dengan baik dan dapat mendapat kan nilai yang bagus	Karena kalau kita tidak teliti kita bisa salah dalam pembelajaran	Ingin nilai saya bagus dan dapat memuaskan	Ya
Hega Lexandra A	Biasa	Giat belajar	Agar pintar	Bisa meraih cita-cita	Ya
Nabila Intan Shofiyah	Lebih cepat mamahami melalui auditury belajar untuk menyelesaikan masalah melalui intellectuy dan mengulang	Karen pembelajaran yang menyenangkan dan tidak mudah bosan serta seru dengan pembelajaran listening (men	Supaya lebih mudah dalam memahami materi dan tidak ketingalan	pembelajaran yang menyenangkan serta mudah dalam pemahaman	Ya
Nabila Rifkyana	Senang	Agar mendapatkan nilai yang bagus	Agar tidak salah mengucapkan kata" dalam bahasa Inggris	Mendapatkan pengetahuan lebih banyak tentang bahasa Inggris	Ya
Reha Ayu Wulansari	Senang	Motivasi saya mendengarkan,	Karena sangat penting	Banyak faedahnay	Ya

		meniru saya meniru karna tidak tau			
Rendy Ardiansyah Ramadani	Senang	Manfaat untuk belajar dan berlatih	Biar bisa	Biar bisa belajar bahasa inggris	Ya
Shabrina Fitri Andaristama	Senang	Supaya meningkatkan ilmu dan mendapatkan nilai yang baik	Agar kita tau apa yang di jelaskan dalam audio tersebut	Yang membuatku semangat dalam belajar listening yaitu,agar semakin terpacu dalam berkompetensi	Ya
Tegar Bagus Juliyanto	Metode Auditory	Agar Bisa Bahasa Inggris	Agar kosa Kata Bahasa Inggris Bertambah	Ingin bisa Bahasa Inggris	Ya
Titania Adisty Fabriana	Merasa sedikit bingung	Agar bisa pintar dalam pembelajaran bahasa Inggris dan dapat menambah kosa kata bahasa Inggris	Agar kosa kata dalam bahasa Inggris saya bertambah	Tidak ada	Tidak
Wening Ayu Astuti	gembira	Menciptakan suasana yg kondusif	Agar tidak ketinggalan materi	Belajar bersama teman	Ya

Nama	Statements 6	Statements 7	Statements 8	Statements 9	Statements 10
Alfina Fiha Rhomadhon	Ya	Ya	Ya	Ya	lebih mudah dan cepat memahami
Amelia Siti Umianah Nur Rosiddah	Ya	Ya	Ya	Ya	Lebih mudah , cepat memahami
Andika Febriyan Ariyanto	Ya	Ya	Ya	Ya	Simpel dan mudah dimengertu
Anthea Kayla Zahra	Ya	Ya	Ya	Ya	Untuk menambah ilmu/ manfaat
Bagas Dwi Prastya	Ya	Ya	Ya	Ya	Mudah dipahami
Farel Eka Saputra	Ya	Ya	Ya	Ya	Banyak pembahasan
Fatimah Nur Marlina	Ya	Ya	Ya	Ya	Untuk belajar siswa-siswi
Fatimah Nur Marlina	Ya	Ya	Ya	Ya	Untuk belajar siswa siswi
Feriska Sindi Nurcahyani	Ya	Ya	Ya	Ya	10. Membuat siswa siswi lebih mudah untuk memahami materi pembelajaran
Galuh Shela Paramita	Ya	Ya	Ya	Ya	Bagus
Hayva Fatekah Azzahra	Ya	Ya	Ya	Ya	Mudah di pahami dan akses ya mudah

Hega Lexandra A	Ya	Tidak	Tidak	Ya	Tidak rumit
Nabila Intan Shofiyah	Ya	Ya	Ya	Ya	Lebih mudah memahami
Nabila Rifkyana	Ya	Ya	Tidak	Ya	Mudah dipahami
Reha Ayu Wulansari	Ya	Ya	Ya	Ya	Bagus
Rendy Ardiansyah Ramadani	Ya	Ya	Ya	Ya	Mendengarkan saat belajar
Shabrina Fitri Andaristama	Ya	Ya	Tidak	Ya	Siswa
Tegar Bagus Juliyanto	Ya	Tidak	Ya	Ya	Untuk Mengatahui Gaya Belajar kita
Titania Adisty Fabriana	Tidak	Ya	Tidak	Ya	Metode dan teknik pembelajaran secara listening.
Wening Ayu Astuti	Ya	Ya	Ya	Ya	Agar memiliki pemahaman yg baik terkait materi